Word Problem Wednesday

by

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Project Description

Math is everywhere. It is used when grocery shopping and finding cost, when measuring dimensions of a room, when determining the tip at a restaurant, when estimating calculations, when reading graphs, and more. It is extremely important students understand that math is used every day outside of the classroom. Students will see math as engaging and meaningful if it is taught as such in the classroom. Math is best taught with meaning through real-world learning opportunities, problem-solving, and real-world word problems.

My research question for my capstone project is: *How does incorporating real-world word problems into weekly math curriculum in middle school affect students' learning, engagement, and understanding?* I have created a math word problem curriculum, “Word Problem Wednesday”, to be used in my own math classroom to create real-world learning opportunities through problem-solving.

I teach 5th-grade math at a middle school level, and I have noticed a lack of understanding of word problems related to problem-solving in the classroom. Students do not know how to solve word problems, and are rarely exposed to them in everyday curriculum. Word problems come last on our list of items to teach and only if there is time. The curriculum I have developed is based on the need for a curriculum where word problems are purposefully incorporated weekly with meaning while creating understanding. The curriculum I have developed can be used along with other math curriculums as a supplemental tool.

I have created a word problem curriculum to be incorporated throughout the school year in my 5th-grade math class. It is called “Word Problem Wednesday.” Every week on Wednesdays at the beginning of class, students will be given five word problems to solve and submit on the learning management system Schoology. These word problems will review previous math concepts and/or be based on the math we are currently studying. Students' hobbies, interests, and names will be incorporated into the word problems to create a high interest.

Research done by Bates and Weist (2004) discussed the benefits and research behind personalizing math word problems and the benefits for students. Their research goes into detail on how personalizing word problems and making them interesting to students leads to increased understanding. It also describes the benefits of personalization over simply using problems from the book/curriculum. When creating word problems for my project, I personalized word problems because of what this research supports. Students can connect their learning to their own lives; this is 21st century learning.

Another study I found goes into detail about beneficial methods to use when solving word problems in the classroom (Pearce, Bruun, Skinner, & Lopez-Mohler, 2013, p. 4). These strategies include but are not limited to: making a plan, vocabulary, and background knowledge. When creating my curriculum I incorporated these methods into how I taught and approached “Word Problem Wednesday.” This research supports frequently using word problems in the classroom and teaching how to approach them, versus just memorizing. These strategies allow students to move past simply solving math problems but using them in real life. This research also helped determine how I evaluated my curriculum and students' success: based on correct understanding of

vocabulary, correct answers, and growth. Once again this all relates to 21st century skills because students are given math problems to prepare them for real life situations (Petri, 2013).

In this curriculum there are "key words" listed each week. While completing/after completing the word problems, teachers will facilitate a class discussion about what the key words mean and how they help us know how to solve a word problem. Students will write down key words/vocabulary in a math notebook to use as a resource. Students will write down steps and strategies to solve each word problem, connect to problems we have previously solved, and discuss the real-world connection. There are discussion questions each week to make real-world connections as a class and to deepen understanding. As the year progresses, students will become more independent in "Word Problem Wednesday." They will sometimes work independently and sometimes with small groups.

This curriculum activity will take the first fifteen minutes of class each Wednesday. There will be a total of 30 word problem lessons in this curriculum. The word problems used each week will correspond to the units taught in 5th grade. For example, when working on subtracting fractions, several of the word problems for that week will incorporate subtracting fractions. There will also be problems from previous units and 4th grade standards to review previously learned concepts.

The learning management system, Schoology, is laid out by course and has links to resources and assignments. In the course on Schoology there is a Word Problem Wednesday folder. In this folder there are assignments for each week of word problems. The word problems are mainly fill-in-the-blank and multiple choice. Students can access

each word problem assignment here. This is where students complete their work and turn in for submission. Students get one attempt on each word problem on Schoology. Schoology automatically grades the problems for immediate feedback. There is no summative assessment with this curriculum because it is not focused on one specific standard or skill, but on many skills in word problem form. Students are assessed formally each week when submitting word problems on Schoology and through class discussion.

Word Problem Wednesday connects to 5th Grade Minnesota State Standards. This curriculum incorporates many different mathematical concepts and touches on almost every one of the 5th grade math standards. A large focus of this curriculum, and the 5th grade standards, is on solving equations with fractions and decimals as well as multiplication and division with whole numbers. Many of the state standards also include solving real-world and mathematical problems. This is what Word Problem Wednesday curriculum is; using 5th grade skills to solve real-world problems.

Examples from 2007 Minnesota State Standards that are being met by Word Problem Wednesday curriculum:

-"Add and subtract fractions, mixed numbers and decimals to solve real-world and mathematical problems."

-"Recognize and represent patterns of change; use patterns, tables, graphs and rules to solve real-world and mathematical problems."

-"Understand and interpret equations and inequalities involving variables and whole numbers, and use them to represent and solve real-world and mathematical problems."

Main Objectives/To Do's Each Week

1. 5 Word Problems to solve independently, as groups, or as a whole class-this is flexible depending on the class and their needs.
2. Word Problems focus on skills learned in 5th grade as well as in previous years for review.
3. Key Words are often repeated. Students should be made aware these key words help us know how to solve and what we are looking for.
4. Each week discuss not only answers to word problems, but also how you know how to solve them. The focus on this curriculum is understanding real-world mathematics.
5. Discuss each week how word problems are relevant to students. Have they ever experienced or asked a question similar to word problem?
6. Grading. Follow the rubric listed each week. Teachers can choose to grade by rubric or participation points week by week.
7. Feedback. Every 4 weeks teachers should get verbal or written feedback from students. *What do they like? What types of questions interest them? What do they want to learn more about? What would make "Word Problem Wednesday" more engaging?* Use this feedback to improve weekly word problems.

Overview of Curriculum

Week 1	Objective: With teacher guidance students will be able to solve basic addition, subtraction, and multiplication word problems with given labels. Skills Practiced: basic addition, subtraction, multiplication
Week 2	Objective: With guidance students will be able to solve word problems with given labels. Skills Practiced: addition and subtraction of whole numbers and fractions with common denominators
Week 3	Objective: With a small group students will be able to solve word problems with given labels. Skill Practiced: division with one digit, multiplication, subtraction
Week 4	Objective: With a small group students will be able to solve word problems with given labels. Skills Practiced: patterns of numbers, division with remainder, estimation, subtraction
Week 5	Objective: Students will be able to independently solve word problems. Students will practice labeling answers. Skill Practiced: addition, subtraction, patterns of numbers
Week 6	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: addition and subtraction with fractions, patterns of numbers/rate, estimation
Week 7	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: addition with whole numbers and decimals, rounding, multiplication by 10’s

Week 8	Objective: In small groups students will be able to solve word problems and use correct labels. Skill Practiced: numerical pattern, estimation, adding decimals, subtraction, division with remainders
Week 9	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: adding fractions with uncommon denominators, multiplying decimals, division with remainders, changing decimals to fractions
Week 10	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: rate of increase, adding fractions with common denominator, estimation, adding/converting decimals and fractions
Week 11	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: adding fractions with uncommon denominators, converting decimals and fractions, numerical patterns, conversions
Week 12	Objective: In small groups students will be able to solve word problems and use correct labels. Skill Practiced: adding fractions and decimals with uncommon denominators and conversion, multiplication, division, rate/pattern over time
Week 13	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: estimation and rounding, subtracting fractions with uncommon denominators, adding and converting fractions and decimals
Week 14	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: whole number division, estimation, rounding, multiplication of double digits

Week 15	Objective: In small groups students will be able to solve word problems and use correct labels. Skill Practiced: rate, depositing money in bank account, fraction in simplest form
Week 16	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: equation, average, patterns, ordered pair
Week 17	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: patterns, multiplication of two digit numbers, basic addition
Week 18	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: equivalent fractions, median, range, basic multiplication
Week 19	Objective: In small groups students will be able to solve word problems and use correct labels. Skill Practiced: mean, median, input/output table, area of rectangle
Week 20	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: division with two digit numbers, supplementary angles, multiply fractions, decimals to fractions
Week 21	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: range, inequalities, rate of change, understanding equations, ordered pairs and equations
Week 22	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: Inequality, solving equations with substitution, input/output tables and equations, rate, division of double digit numbers with division

Week 23	Objective: In small groups students will be able to solve word problems and use correct labels. Skill Practiced: area of square and triangle, writing expressions, patterns, adding fractions and decimals/converting
Week 24	Objective: Students will be able to independently solve word problems and label answers. Skill Practiced: area of triangle, patterns, inequality, perimeter, average speed
Week 25	Objective: With guidance students will be able to solve word problems with given labels. Skills Practiced: volume of cube and rectangular prism, area of triangle, adding fractions with uncommon denominators, rounding decimals
Week 26	Objective: Students will be able to independently solve word problems and label answers. Skills Practiced: mean, matching equations to real life situation, solving equation with substitution, area of rectangle, mixed number to improper fractions
Week 27	Objective: Students will be able to independently solve word problems and label answers. Skills Practiced: volume of cube, area of triangle, solving equation with substitution, long multiplication, simplifying fractions
Week 28	Objective: Students will be able to independently solve word problems and label answers. Skills Practiced: basic subtraction, average speed, subtraction of decimals, division, area with division
Week 29	Objective: Students will be able to independently solve word problems and label answers.

	Skills Practiced: continuing patterns, basic division, double digit multiplication, coordinate plane and distance
Week 30	Objective: Students will be able to independently solve word problems and label answers. Skills Practiced: perimeter, double digit multiplication, types of quadrilaterals, coordinate plane graphing, types of triangles

Group Roles in Math Class

Directions: Use each week that involves group work. Assign students, in groups of 4, a role. Switch up roles and groups each week. Print a handout for students so they know what their roles are. Use this to keep all students responsible and participating in Word Problem Wednesday.

Roles:

Organizer: read the problem to the group; keep the group together and focused on the problem; make sure no one is talking to people outside the group. *"What do we need to answer?" "Do we have enough information?" "Who has an idea on how to set this up?"*

Resourcer: only person that can leave the group to collect supplies; person that can call over the teacher; help split up the work among people in the group.
"What part can you work on?" "Do we need any other materials?" "Can you come help us?"

Understander: make sure ideas are explained so everyone can understand them; make sure all the important parts of your explanation are written down; be sure that proper labels are used if needed in the problem.
"How do you know that for sure?" "Is there another way we can explain it?" "Could we draw a picture to help?"

Includer: make sure everyone's ideas are listened to; invite others to make suggestions; remind group members to search for connections among different peoples statements.
"Do you have any suggestions?" "What do you think?"

Steps for Teaching Word Problems

These steps by research Oritz guide how to walk through word problems as a whole class. Use these steps when going through problems together, and encourage students to do these independently as well. (Ortiz, 2016, p. 8)

1. Step one is understanding the problem. This is where student engagement comes in. Teachers must connect students to the problem by creating interest and real-world connection. Students must understand what is being asked/what they are trying to find. What is the question you are trying to answer?
2. Step two is devising a plan. This is when students reflect on if they have solved similar problems before. They ask themselves: what is the logical way of setting up this problem, and how will I find my answer? This is a good time to underline important information.
3. Step three is carrying out the plan. This is when students actually solve the problem, do the math, or collect the data.
4. Step four is looking back. This is when students analyze if their answers or results make sense. If not, they must start over with step two. This step also allows students to reflect on their own thinking. How did they approach the problem compared to their classmates? This is a great opportunity for class discussion on the different ways everyone thinks about solving problems.

Word Problem Lessons

Week 1

Objective: With teacher guidance students will be able to solve basic addition, subtraction, and multiplication word problems with given labels.

Teacher Notes: This week is the start of Word Problem Wednesday. It is important to share with students how this works. Each week they are given 5 word problems to solve. These problems build on skills worked on this year and in previous years. Explain the importance of knowing how to solve word problems because it is real life. Class discussion of when math is used in real life.

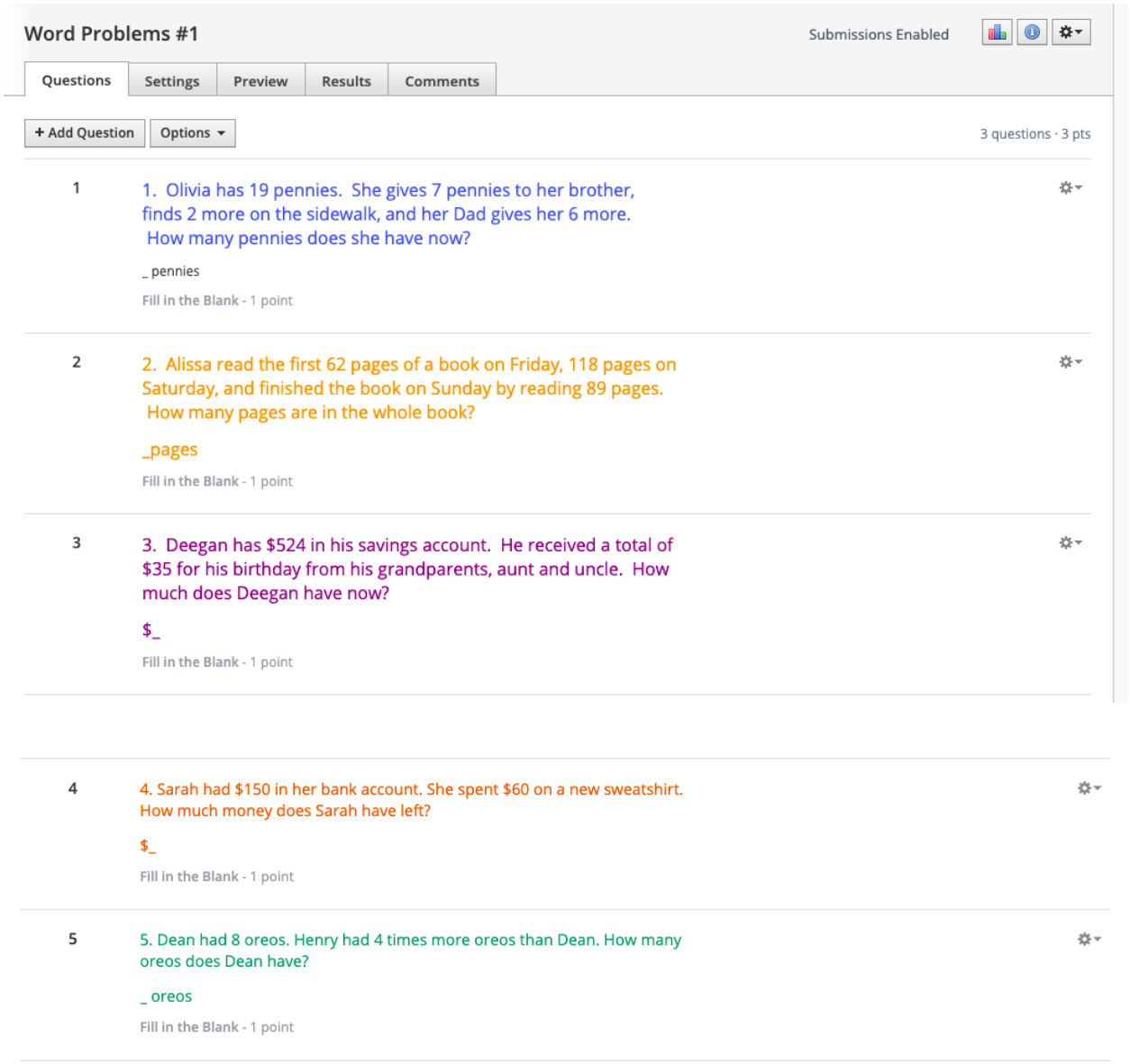
This week walk through word problems as a whole class. Model to students how to read the questions, find important information, and figure out what the question is asking. When going through each question, highlight key word problem vocabulary and add vocabulary to math notebook.

Skills Practiced: basic addition, subtraction, multiplication

Key words:
"how many now"-usually finding the difference or total depending if you are gaining or losing items
"how much left"-usually subtraction. Starting with one amount and using some up.
"times more"-increase usually in terms of multiplication

Group Discussion Questions to be completed at the end:

1. What is the most challenging part of word problems in your opinion?
2. How does understanding vocabulary/key words of word problems help you?
3. Do you have a savings account you deposit money to or withdraw money from?



Rubric

1	5
Students who did not follow along during lesson, did not submit answers, or did not write down vocabulary.	Most students should be in this category because problems were solved together.

Week 2

Objective: With guidance students will be able to solve word problems with given labels.

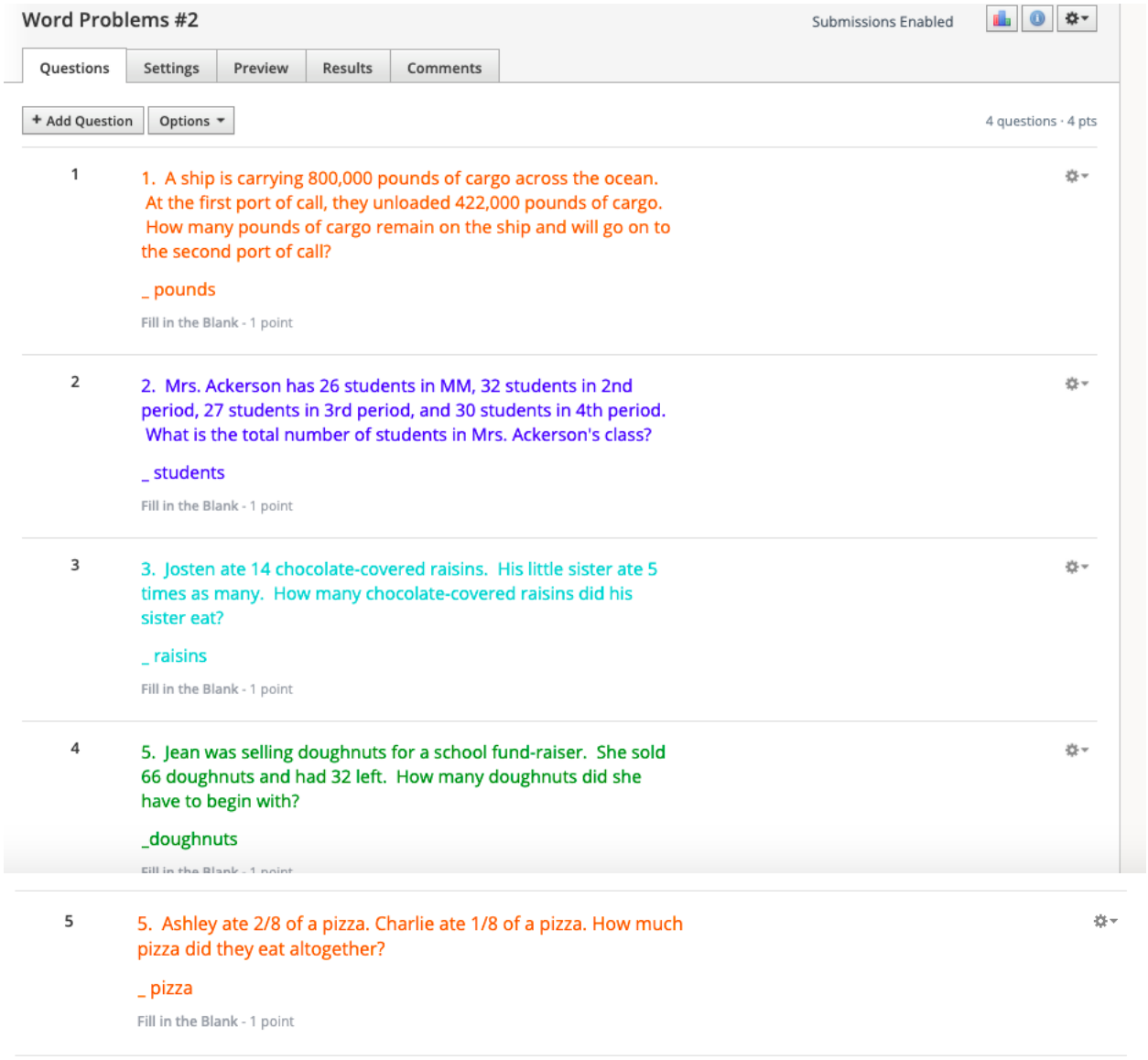
Teacher Notes: This week walk through word problems as a whole class again. Model to students how to read the questions, find important information, and figure out what the question is asking. When going through each question, highlight key word problem vocabulary and add vocabulary to math notebook.

Skills Practiced: addition and subtraction of whole numbers and fractions with common denominators

Key words:
"remain"-how much are left. Usually a change from the beginning
"total number"-usually addition. How much in total.
"Altogether"-usually addition. How much in total.

Group Discussion Questions to be completed at the end:

1. Have you ever sold anything for a fundraiser? What was it?



Rubric

1	5
Students who did not follow along during lesson, did not submit answers, or did not write down vocabulary.	Most students should be in this category because problems were solved together.

Week 3

Objective: With a small group students will be able to solve word problems with given labels.

Teacher Notes: This week split students into small groups of four to work through problems. Have students write down key words on their own. Go over questions together after 10 minutes.

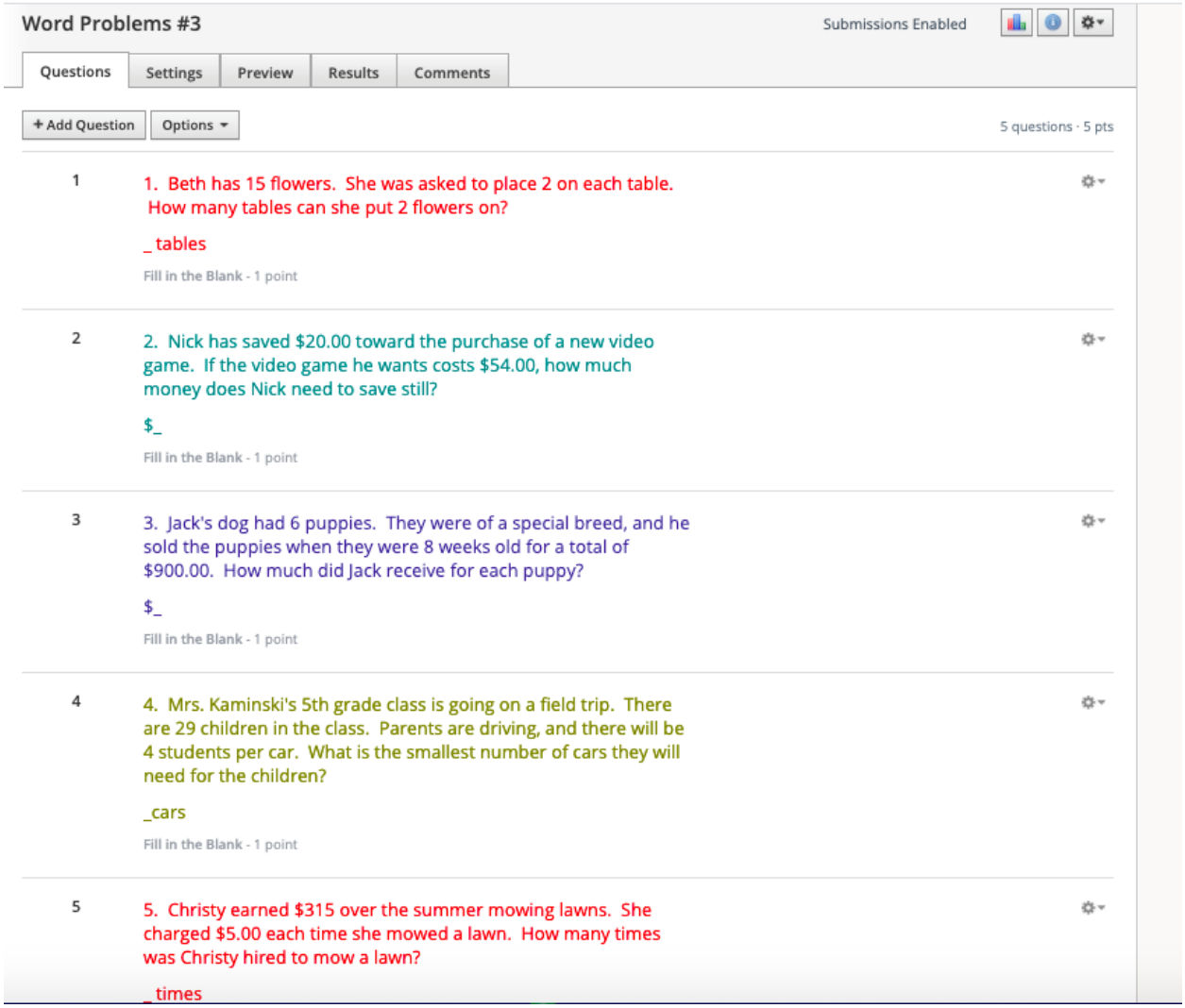
Group Work: Use Group Roles on page ___ to help split up work between students. This week explain the roles of different jobs in group work. Pre-assign students a role.

Skill Practiced: division with one digit, multiplication, subtraction,

Key words:
"receive for each"-when starting with a total dividing up to find individual value
"how many times"-how often something happens. Multiplication or division

Group Discussion Questions to be completed at the end:

1. How did working with a group help you today?
2. How did you group do using your roles?
3. Do you do any chores to earn money like Christy does?



Rubric

1	2	3	4	5
1 question answered correctly	2 questions answered correctly	3 questions answered correctly	4 questions answered correctly	All questions answered correctly.

Week 4

Objective: With a small group students will be able to solve word problems with given labels.

Teacher Notes: This week split students into small groups to work through problems. Have students write down key words on their own. Go over questions together after 10 minutes.

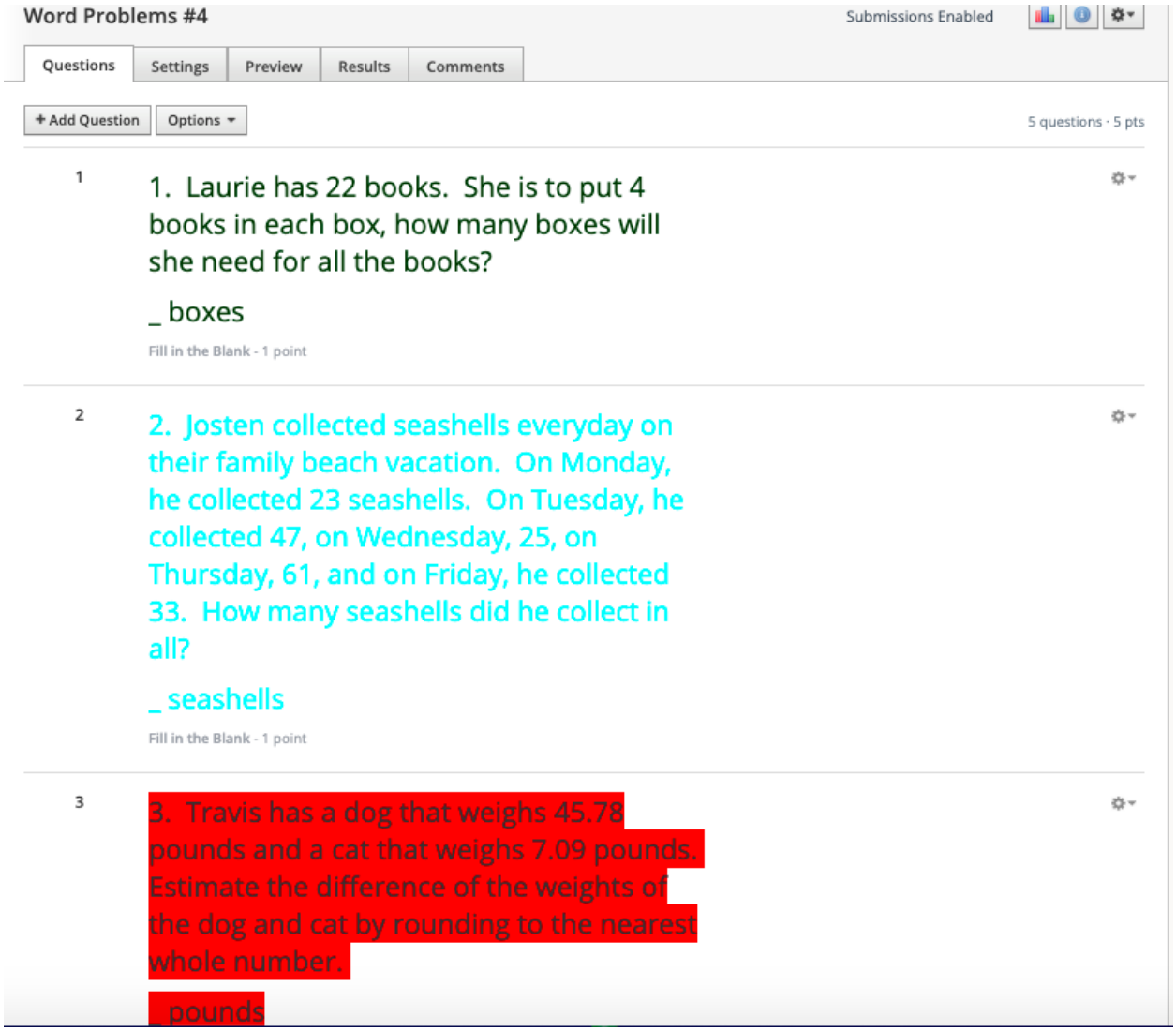
Group Work: Use Group Roles on page ___ to help split up work between students. This week explain the roles of different jobs in group work. Pre-assign students a role.

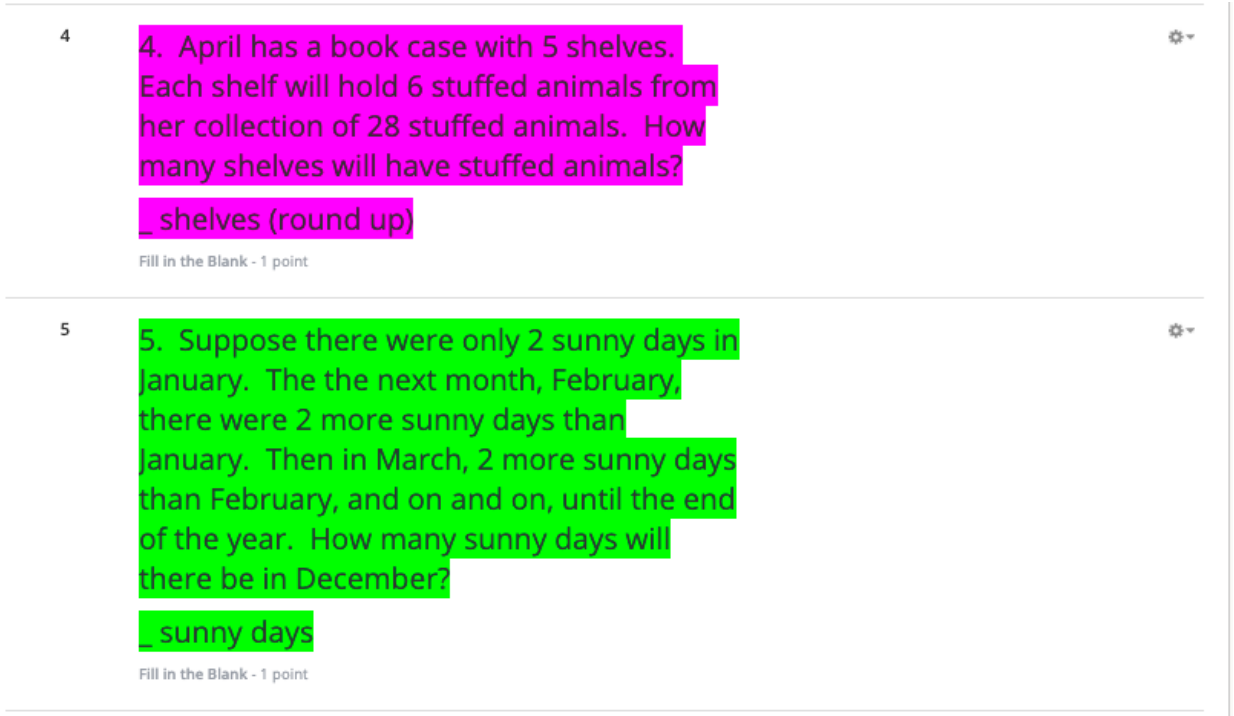
Skills Practiced: patterns of numbers, division with remainder, estimation, subtraction

Key words:
"in all"-total number, addition
"difference"- subtraction

Group Discussion Questions to be completed at the end:

1. Why did we have to round up on the stuffed animal shelf question?
2. Have students talk through how they solved Question 5. Were there multiple ways to think through the question? (Show students how you can problem solve more than one way.)


Word Problems #4
Submissions Enabled
Questions
Settings
Preview
Results
Comments
+ Add Question
Options
5 questions · 5 pts
1
1. Laurie has 22 books. She is to put 4 books in each box, how many boxes will she need for all the books?
_ boxes
Fill in the Blank - 1 point
2
2. Josten collected seashells everyday on their family beach vacation. On Monday, he collected 23 seashells. On Tuesday, he collected 47, on Wednesday, 25, on Thursday, 61, and on Friday, he collected 33. How many seashells did he collect in all?
_ seashells
Fill in the Blank - 1 point
3
3. Travis has a dog that weighs 45.78 pounds and a cat that weighs 7.09 pounds. Estimate the difference of the weights of the dog and cat by rounding to the nearest whole number.
_ pounds



4

4. April has a book case with 5 shelves. Each shelf will hold 6 stuffed animals from her collection of 28 stuffed animals. How many shelves will have stuffed animals?

_ shelves (round up)

Fill in the Blank - 1 point

5

5. Suppose there were only 2 sunny days in January. The the next month, February, there were 2 more sunny days than January. Then in March, 2 more sunny days than February, and on and on, until the end of the year. How many sunny days will there be in December?

_ sunny days

Fill in the Blank - 1 point

Rubric

1	2	3	4	5
1 question answered correctly	2 questions answered correctly	3 questions answered correctly	4 questions answered correctly	All questions answered correctly.

Week 5

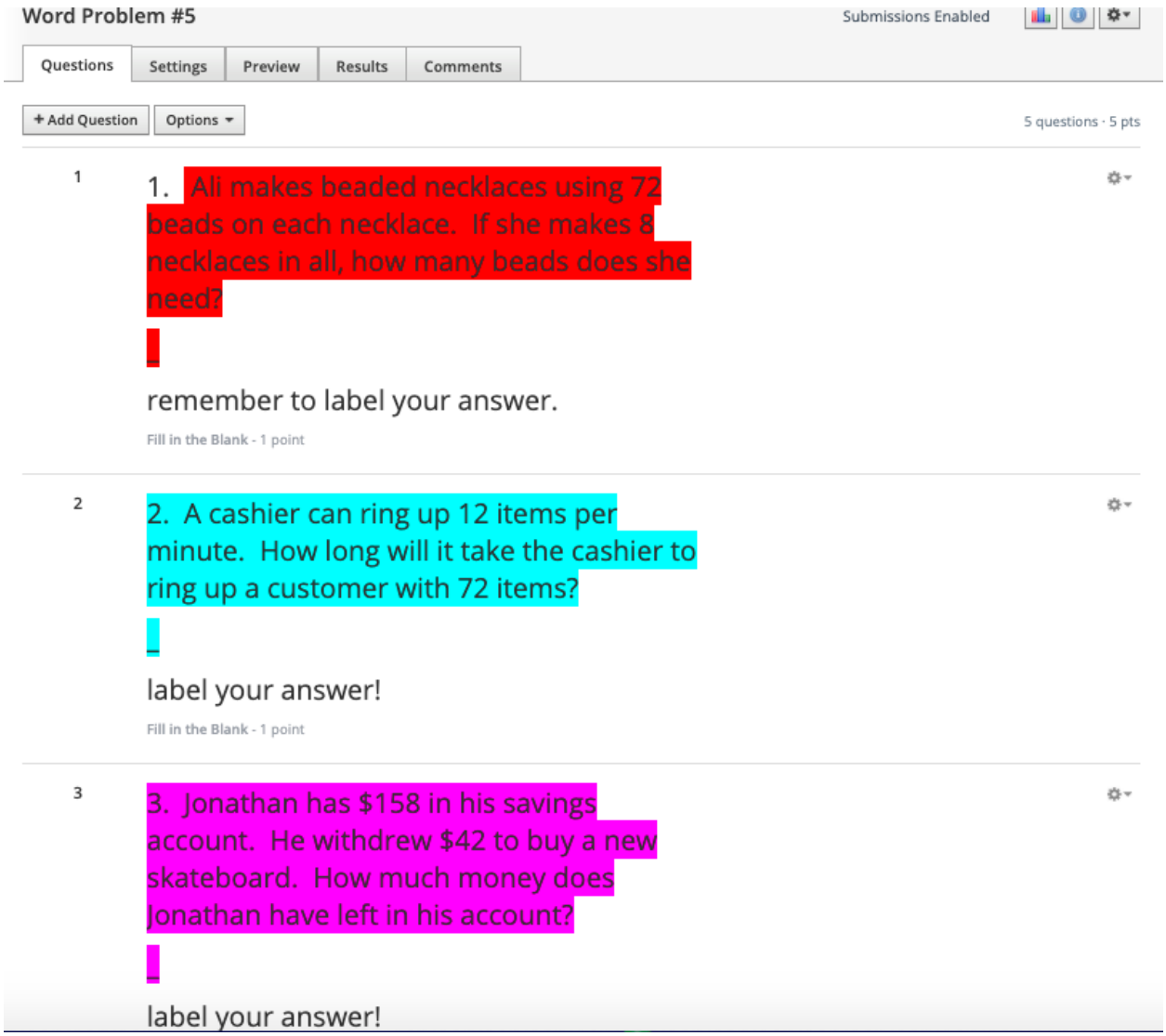
Objective: Students will be able to independently solve word problems. Students will practice labeling answers.

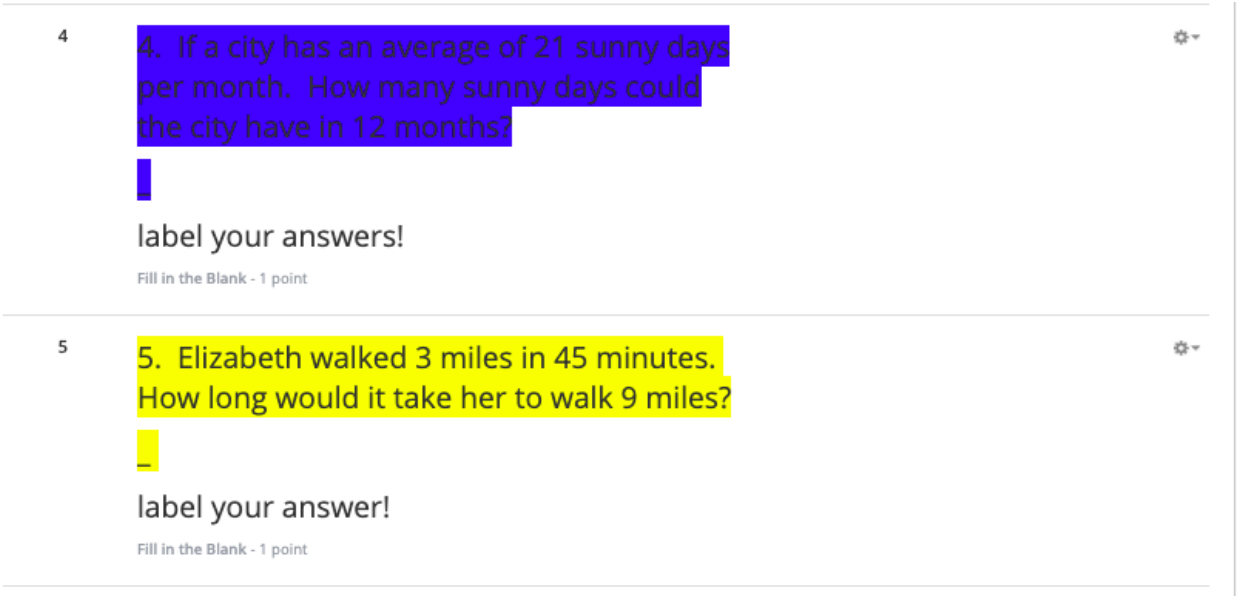
Teacher Notes: This week students will work on their own to solve the word problems. Instruct students to use skills used together the past four weeks. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. This week students should label on their own.

Key words:
"in all"-total, addition
"withdrew"- to take money out, subtraction

Group Discussion Questions to be completed at the end:

1. Why is it important to label your answers?
2. How do we know how/what to label?


Word Problem #5
Submissions Enabled
Questions
Settings
Preview
Results
Comments
+ Add Question
Options
5 questions · 5 pts
1
1. Ali makes beaded necklaces using 72 beads on each necklace. If she makes 8 necklaces in all, how many beads does she need?
remember to label your answer.
Fill in the Blank - 1 point
2
2. A cashier can ring up 12 items per minute. How long will it take the cashier to ring up a customer with 72 items?
label your answer!
Fill in the Blank - 1 point
3
3. Jonathan has $158 in his savings account. He withdrew $42 to buy a new skateboard. How much money does Jonathan have left in his account?
label your answer!



Rubric

1	2	3	4	5
1 question answered correctly.	2 questions answered correctly.	3 questions answered correctly.	4 questions answered correctly.	All questions answered correctly.

**Students do not lose points for incorrect or missed labels this week.

Week 6

Objective: Students will be able to independently solve word problems and label answers.

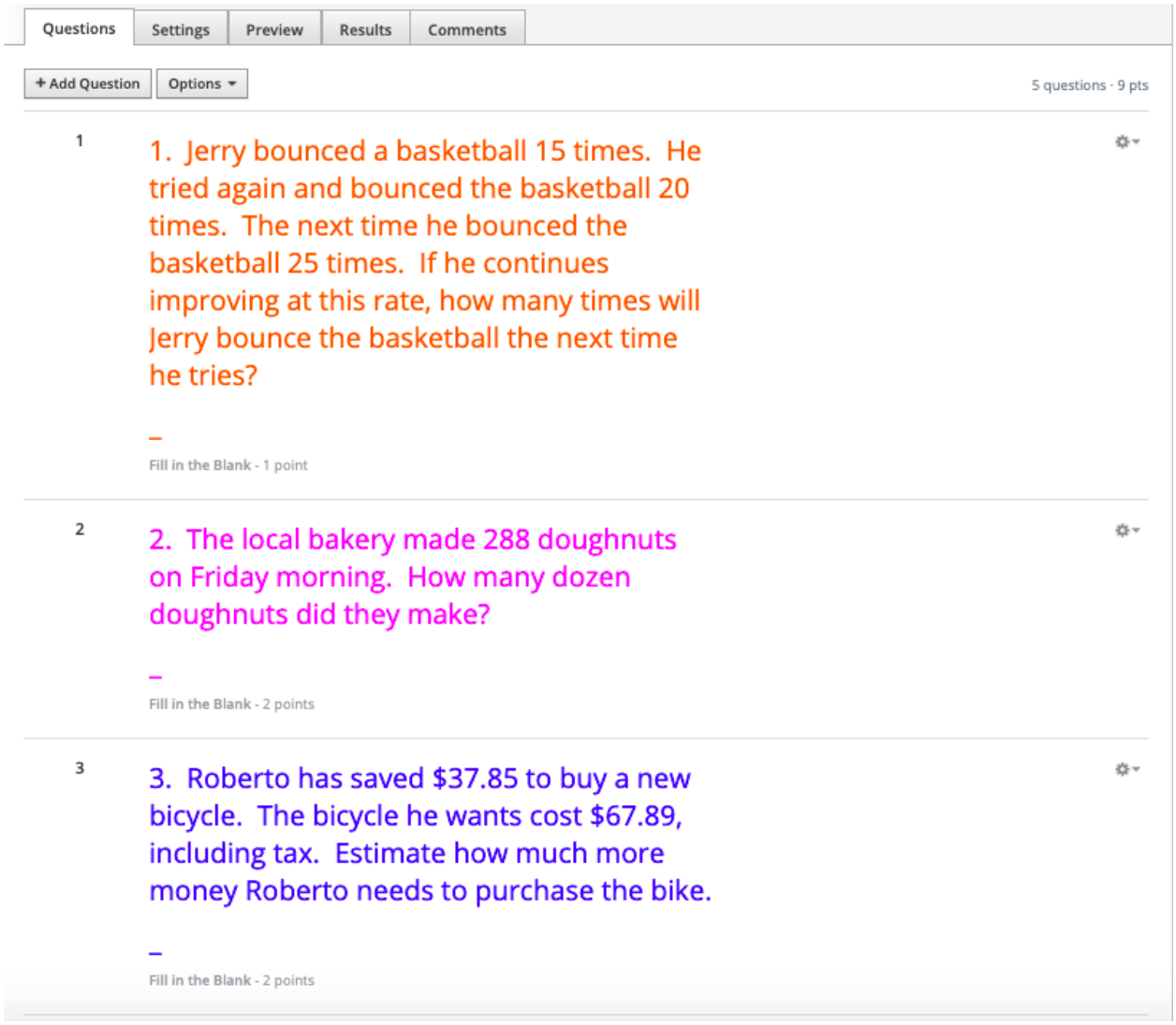
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

Skill Practiced: addition and subtraction with fractions, patterns of numbers/rate, estimation

Key words:
"dozen"-12
"how much more"-trying to find what is missing-use subtraction from total
"altogether"-total, addition
"still need"-trying to find what is missing-use subtraction from total
"rate" -a consistent pattern

Group Discussion Questions to be completed at the end:

1. What are things we often buy in "dozens"?
2. List some examples of things that might be a rate.
3. What's the largest fraction of a pizza you normally eat?



4. Alex ate 1/4 of a pizza. Sarah ate 1/8 of a pizza. How much pizza did they eat altogether?

Fill in the Blank - 2 points

5. Tyler has 8/10 of the money he needs to buy a VR headset. What fraction of money does he still need to save?

Fill in the Blank - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 7

Objective: Students will be able to independently solve word problems and label answers.

Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

Skill Practiced: addition with whole numbers and decimals, rounding, multiplication by 10's

Key words:
"Together"- total between people, amount had in total
"Left"-remaining from total
"times that"- multiplication from another amount
"total"- in all, addition

Group Discussion Questions to be completed at the end:

1. Why do we estimate? When might we estimate in real life?
2. How much time do you spend on homework a night?
3. Have you ever flown a kite? What is the strategy?

Questions | Settings | Preview | Results | Comments

+ Add Question | Options

5 questions · 5 pts

1

1. Alberta knows her mom is 37.8 years old. Her dad is 38.2 years old. Estimate how old her parents are together by rounding to the nearest year.

_

Fill in the Blank - 1 point

2

2. Elizabeth has 6.5 hours until bedtime. She has to spend 2.25 hours to finish her homework. Estimate how many hours this leaves her for free time.

_

Fill in the Blank - 1 point

3

3. Michael has saved 13 dollars. His sister Martha saved 10 times that amount. How much did Martha save?

_

Fill in the Blank - 1 point

4

4. Joshua has a kite that is 3.15 feet high. The tail on the kite measures 12.75 feet long. What is the total number of feet of the height of the kite plus the length of the tail on the kite?

_

Fill in the Blank - 1 point

5

5. Charlotte has sixty-seven and ten-hundredths dollars. How would you write this in terms of money?

_

Fill in the Blank - 1 point

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 8

Objective: In small groups students will be able to solve word problems and use correct labels.

Teacher Notes: This week split students into small groups of four to work through problems. Have students write down key words on their own. Go over questions together after 10 minutes.

Group Work: Use Group Roles on page ___ to help split up work between students. This week explain the roles of different jobs in group work. Pre-assign students a role.

Skill Practiced: numerical pattern, estimation, adding decimals, subtraction, division with remainders

Key words:
"combined"- things put together
"left"-what remains, found through subtraction or division
"equally"-same amount

Group Discussion Questions to be completed at the end:

1. Do you play an instrument? How is math used in music?
2. What is your favorite prize to try and win using tickets at an arcade?

Questions | Settings | Preview | Results | Comments

+ Add Question | Options

5 questions · 5 pts

1

1. Doug starts a number pattern with the number 100,000. He divides by 10 and gets 10,000. He divides that number by 10 and gets 1,000. If he continues his number pattern, what number will Doug get if he divides two more times?

_

Fill in the Blank - 1 point

2

2. Madison practiced the piano for 2.15 hours on Monday, and 1.75 hours on Tuesday. Estimate to the nearest whole number how many hours she practiced piano on Monday and Tuesday combined?

_

Fill in the Blank - 1 point

3

3. Lisa has a package of gum with 14 pieces in it. If Lisa and two of her friends share the package equally, how many sticks of gum will each girl get? _

Are there any left over?_

Fill in the Blank - 1 point

4

4. Use the order of operation to solve the following expression:

2(3x6)-4=_

Fill in the Blank - 1 point

5

5. Sophie won 1,056 tickets in the arcade. She purchased a pair of binoculars for 964 tickets.

How many tickets does she have left? _

Fill in the Blank - 1 point

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 9

Objective: Students will be able to independently solve word problems and label answers.

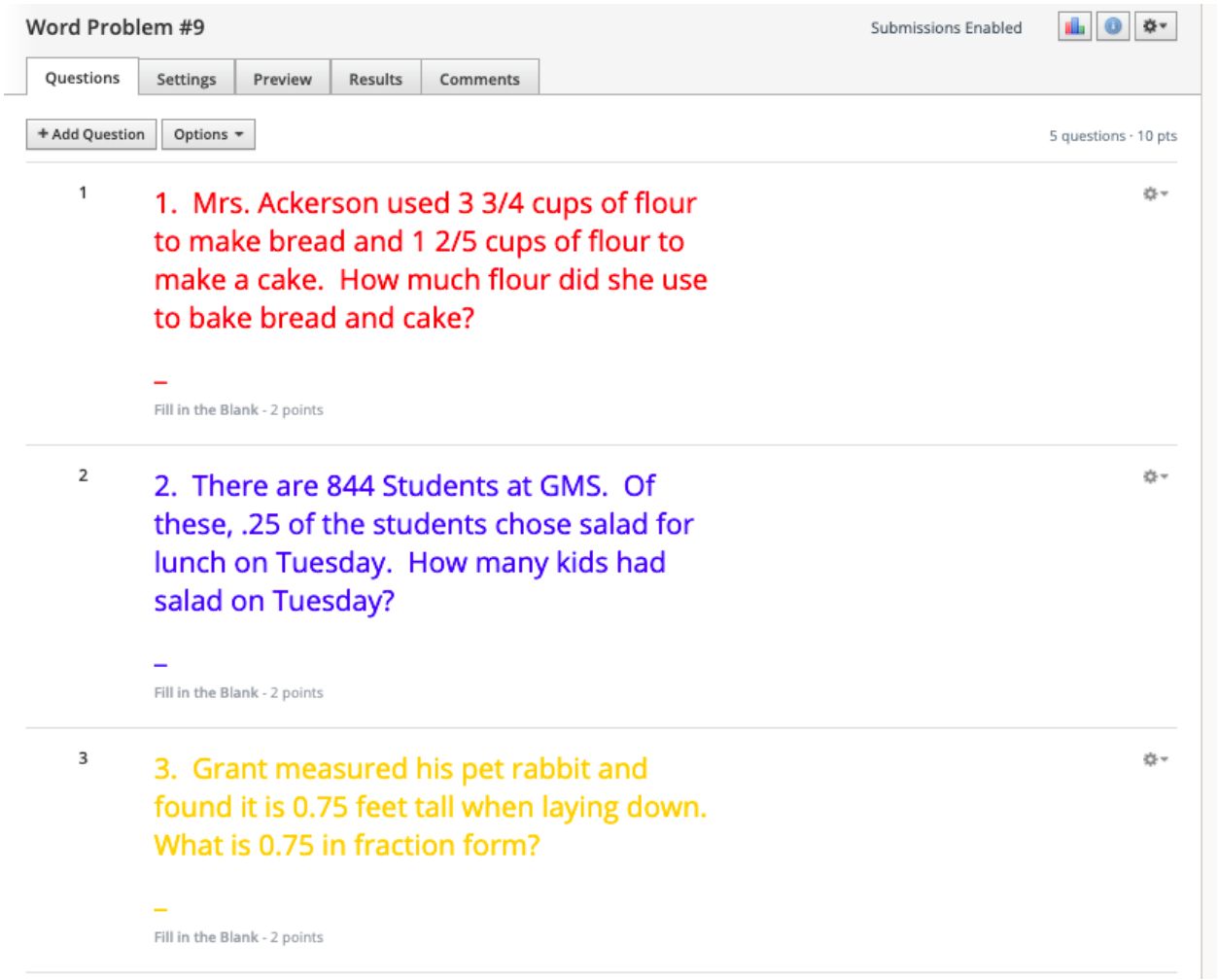
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

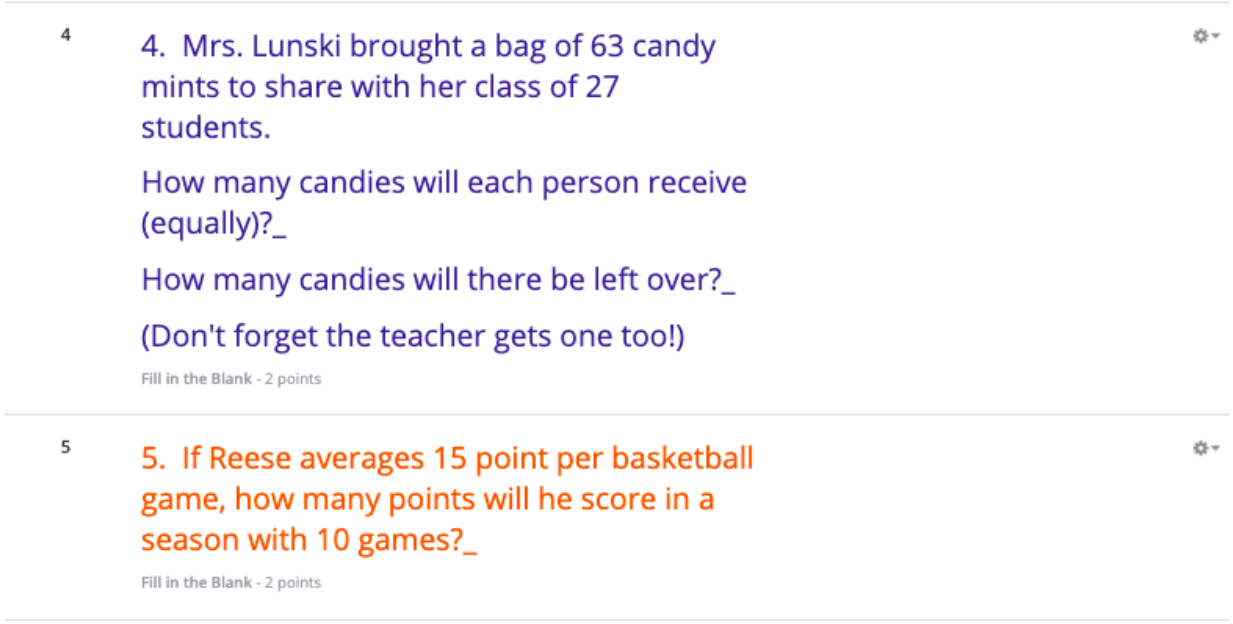
Skill Practiced: adding fractions with uncommon denominators, multiplying decimals, division with remainders, changing decimals to fractions

Key words: no new key words. Focus on fraction and decimal procedures

Group Discussion Questions to be completed at the end:

1. Give examples of times you use math while cooking or baking.





Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 10

Objective: Students will be able to independently solve word problems and label answers.

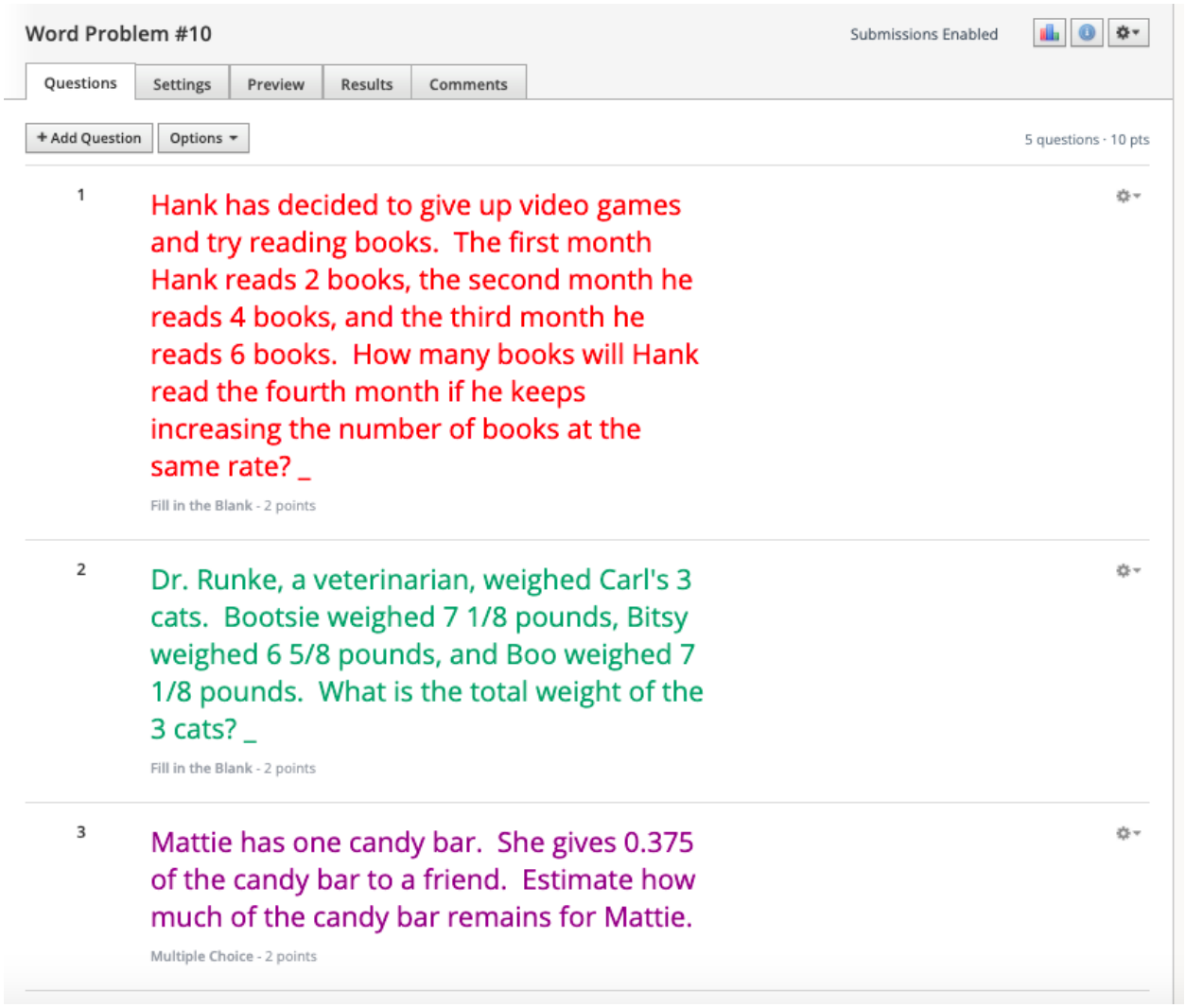
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

Skill Practiced: rate of increase, adding fractions with common denominator, estimation, adding/converting decimals and fractions

Key words:
“rate”- a consistent pattern
“total”-in all, addition
”remains”-left over, subtraction or division
“altogether”- total

Group Discussion Questions to be completed at the end:

1. List some common fraction and decimal conversions (example: 1/2-=.5, ¼=.25)



Word Problem #10

Submissions Enabled

Questions | Settings | Preview | Results | Comments

+ Add Question | Options

5 questions · 10 pts

1 Hank has decided to give up video games and try reading books. The first month Hank reads 2 books, the second month he reads 4 books, and the third month he reads 6 books. How many books will Hank read the fourth month if he keeps increasing the number of books at the same rate? _

Fill in the Blank - 2 points

2 Dr. Runke, a veterinarian, weighed Carl's 3 cats. Bootsie weighed 7 1/8 pounds, Bitsy weighed 6 5/8 pounds, and Boo weighed 7 1/8 pounds. What is the total weight of the 3 cats? _

Fill in the Blank - 2 points

3 Mattie has one candy bar. She gives 0.375 of the candy bar to a friend. Estimate how much of the candy bar remains for Mattie.

Multiple Choice - 2 points

4 Jill made a beaded necklace that is 26 1/2 inches long. She made a matching bracelet that is 6.75 inches long. How long are both the necklace and the bracelet all together?_ (express your answer in decimal form)

Fill in the Blank - 2 points

5 5. Write the time of the problem in fraction form.

Anthony finished his breakfast in 8.5 minutes. _

Fill in the Blank - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 11

Objective: Students will be able to independently solve word problems and label answers.

Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems and find new ones. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

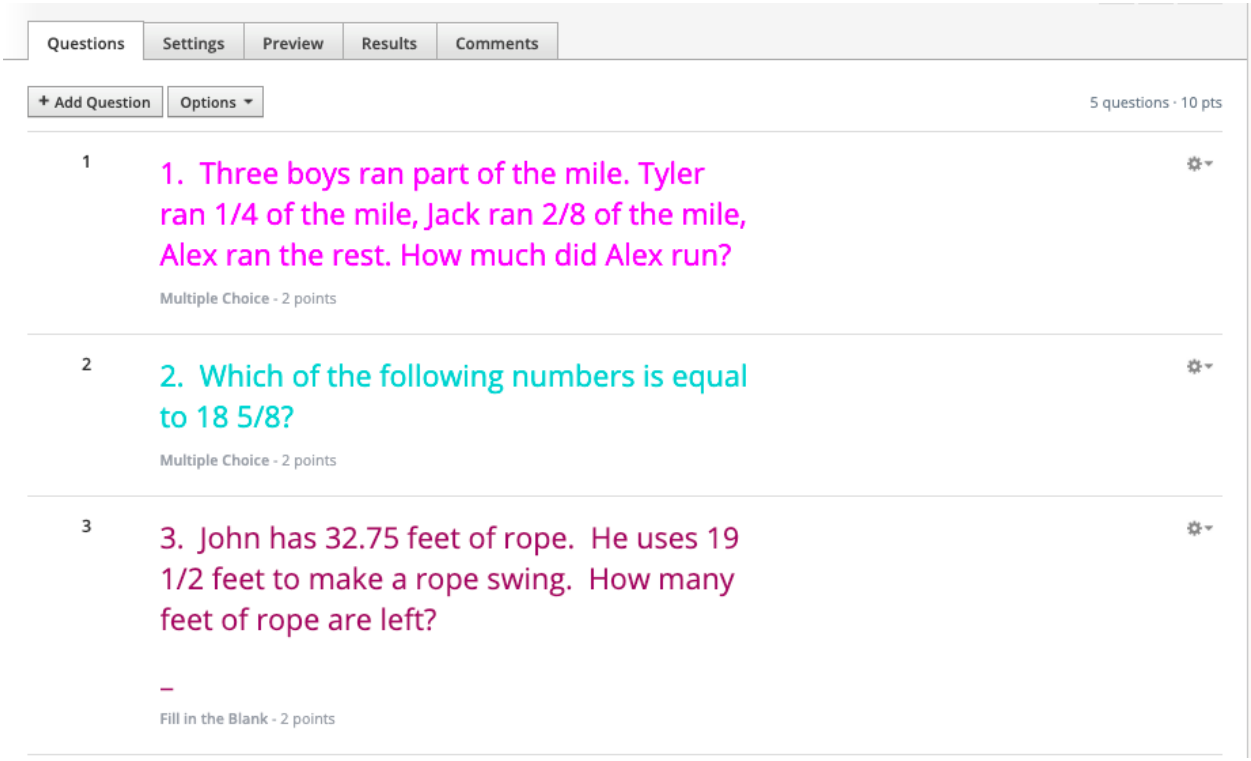
*Before students work, review conversion of cups to gallons.

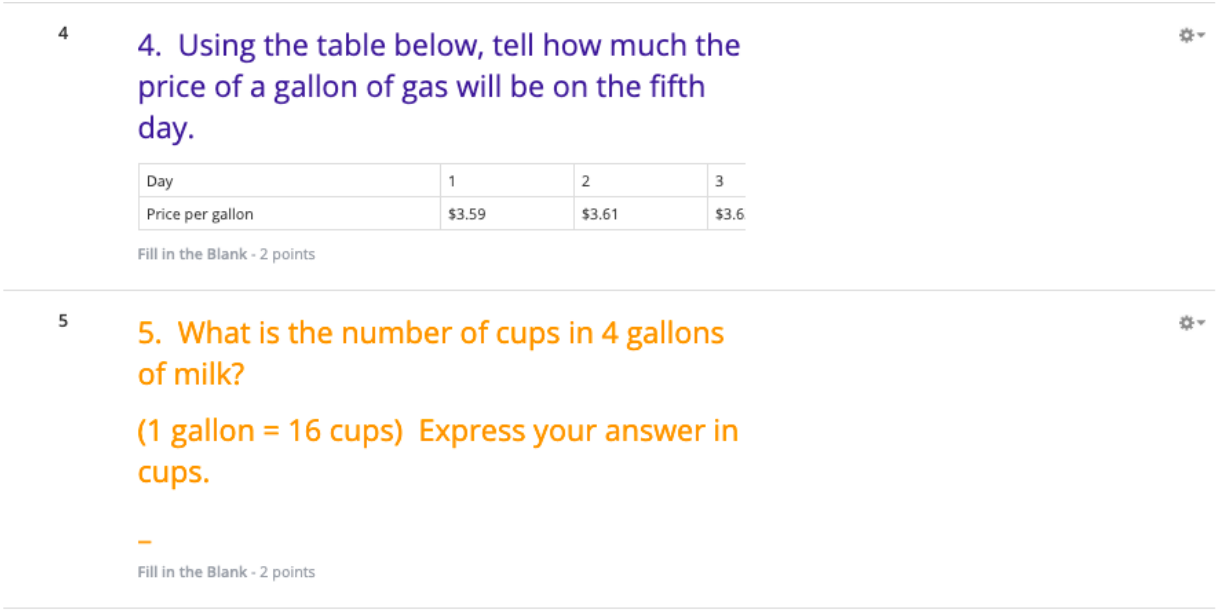
Skill Practiced: adding fractions with uncommon denominators, converting decimals and fractions, numerical patterns, conversions

Key words:
"the rest" and "left"- similar terms. What is remaining. Found through division or subtraction.

Group Discussion Questions to be completed at the end:

1. Do you run the mile in gym class? How long does it take you?
2. Do you ever hear your family members talk about gallons, quarts, etc. when cooking?





4

4. Using the table below, tell how much the price of a gallon of gas will be on the fifth day.

Day	1	2	3
Price per gallon	$3.59	$3.61	$3.6

Fill in the Blank - 2 points

5

5. What is the number of cups in 4 gallons of milk?

(1 gallon = 16 cups) Express your answer in cups.

Fill in the Blank - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 12

Objective: In small groups students will be able to solve word problems and use correct labels.

Teacher Notes: This week split students into small groups of four to work through problems. Have students write down key words on their own. Go over questions together after 10 minutes.

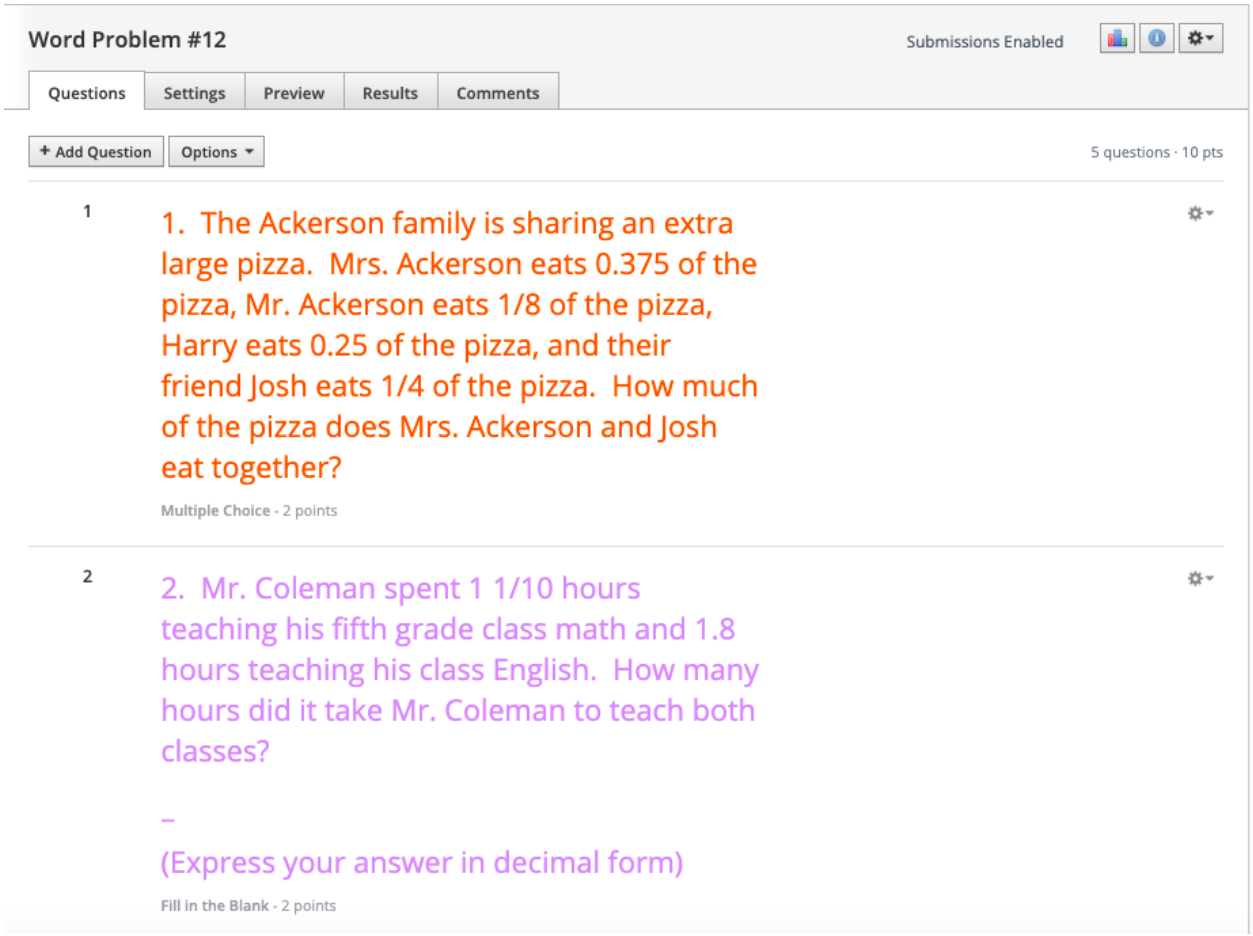
Group Work: Use Group Roles on page ___ to help split up work between students. This week explain the roles of different jobs in group work. Pre-assign students a role.

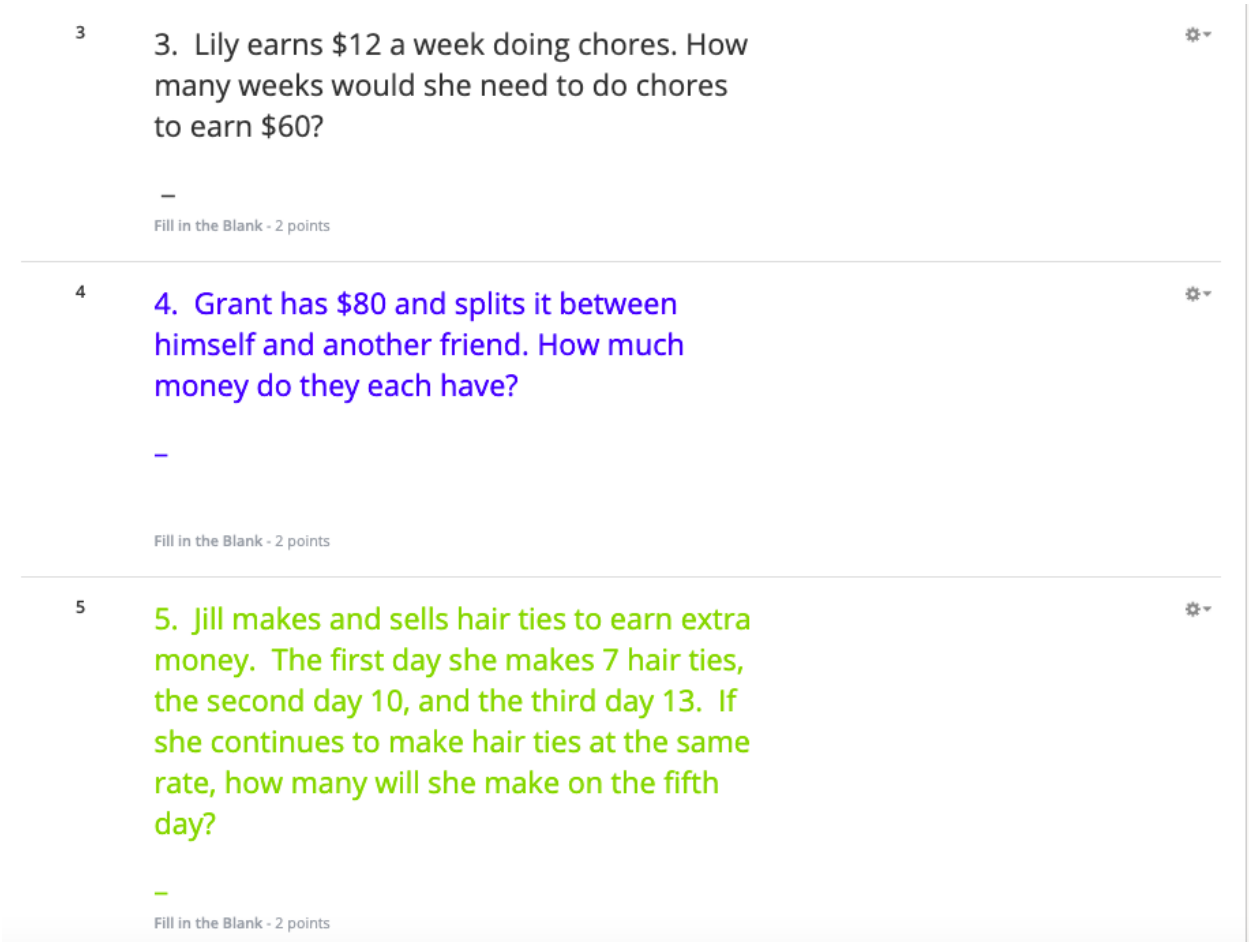
Skill Practiced: adding fractions and decimals with uncommon denominators and conversion, multiplication, division, rate/pattern over time

Key words:
"together"- how much in total
"splits and each"- division
"rate"- a consistent pattern

Group Discussion Questions to be completed at the end:

1. What strategy do you use when adding decimals and fractions together?
2. What is something you could make at a constant rate?


Word Problem #12
Submissions Enabled
Questions
Settings
Preview
Results
Comments
+ Add Question
Options
5 questions · 10 pts
1
1. The Ackerson family is sharing an extra large pizza. Mrs. Ackerson eats 0.375 of the pizza, Mr. Ackerson eats 1/8 of the pizza, Harry eats 0.25 of the pizza, and their friend Josh eats 1/4 of the pizza. How much of the pizza does Mrs. Ackerson and Josh eat together?
Multiple Choice - 2 points
2
2. Mr. Coleman spent 1 1/10 hours teaching his fifth grade class math and 1.8 hours teaching his class English. How many hours did it take Mr. Coleman to teach both classes?
_
(Express your answer in decimal form)
Fill in the Blank - 2 points



Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 13

Objective: Students will be able to independently solve word problems and label answers.

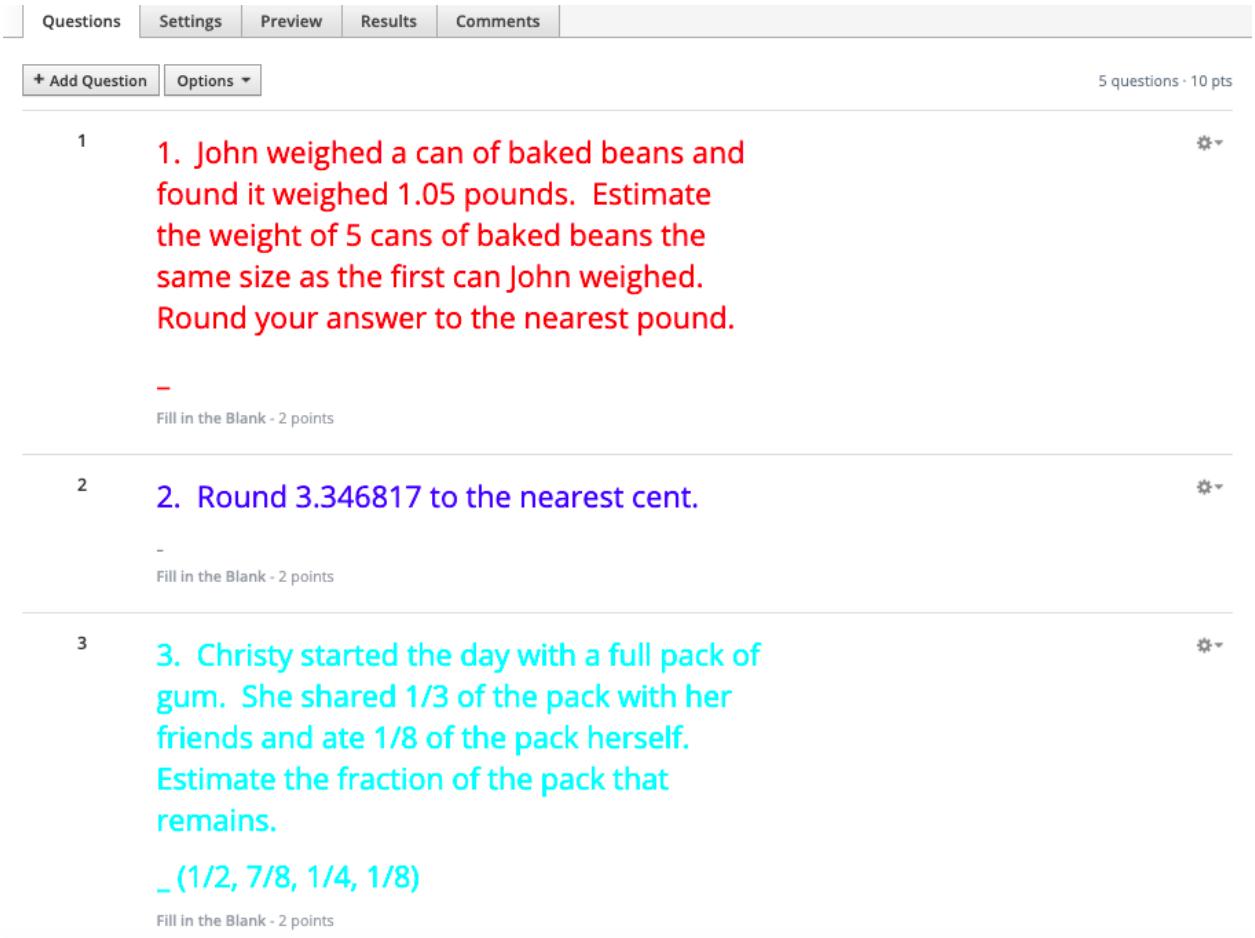
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

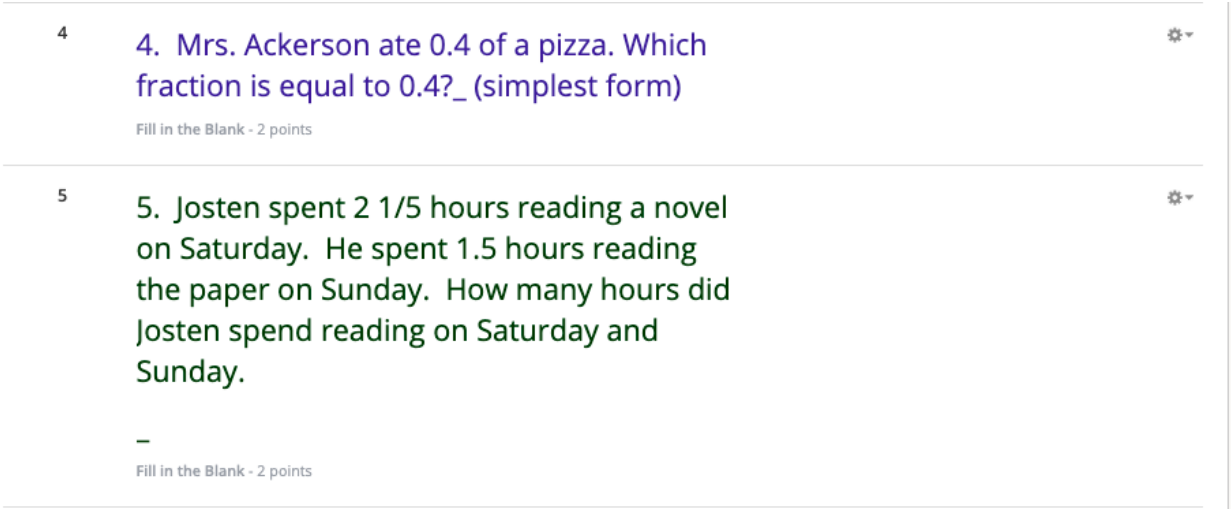
Skill Practiced: estimation and rounding, subtracting fractions with uncommon denominators, adding and converting fractions and decimals

Key words:
"rounding to the nearest cent"-nearest hundredth (think about pennies)
"remains"-left over, division or subtraction

Group Discussion Questions to be completed at the end:

1. What foods do you weigh when you buy at the grocery store?





Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 14

Objective: Students will be able to independently solve word problems and label answers.

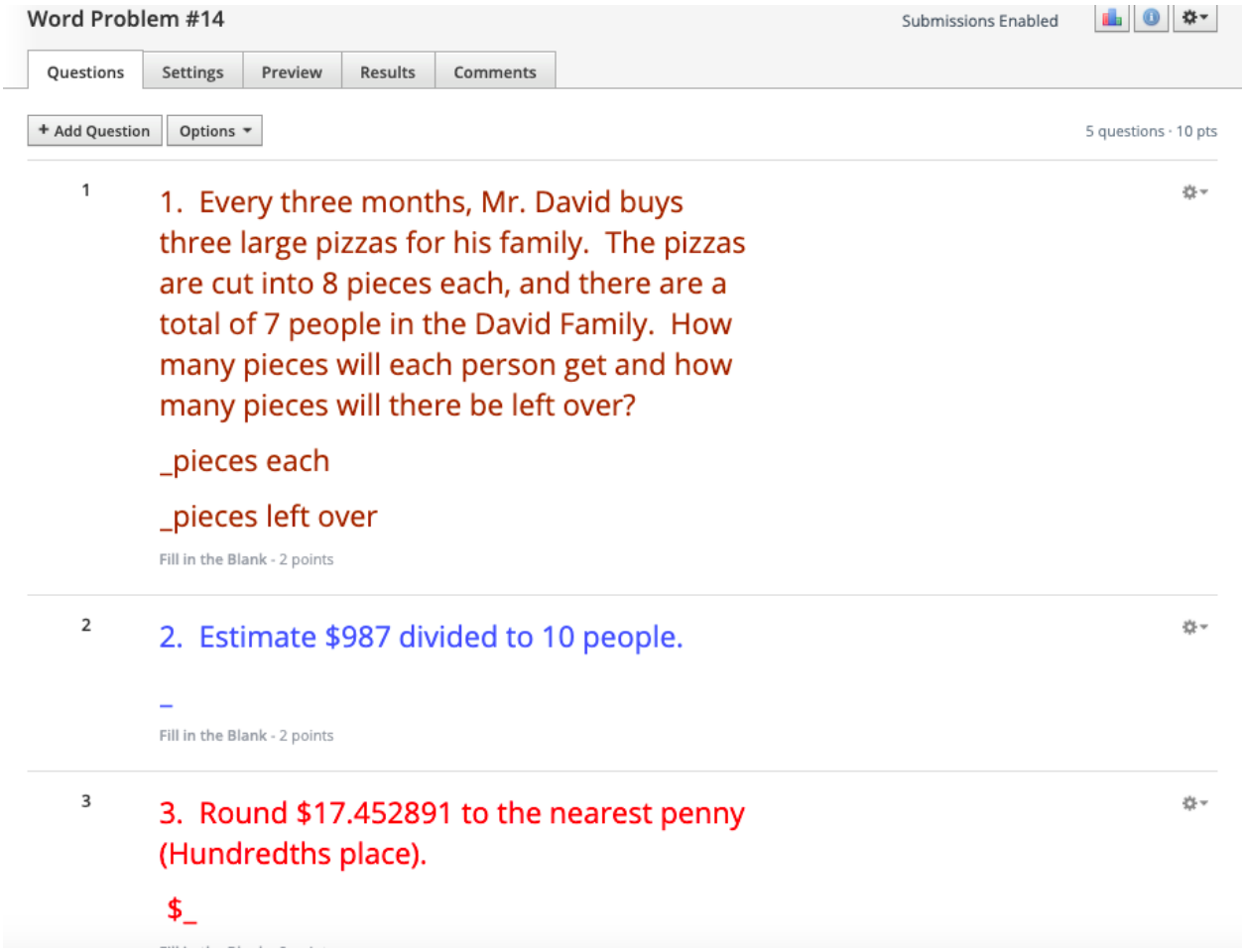
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

Skill Practiced: whole number division, estimation, rounding, multiplication of double digits

Key words:
"left over"-remaining, division or subtraction,
"rate" - a consistent pattern

Group Discussion Questions to be completed at the end:

1. Why are leftovers and remainders a concept? Why don't we just split them up?



4 4. Beth and her buddies went fishing early one morning. The first hour, their total catch was 2 fish, the second hour, their total catch for the hour was 5 fish, and the third hour, their total catch for the hour was 8 fish. Had they stayed a fourth hour, how many fish would they have caught, assuming they continued at the same rate?

_

Fill in the Blank - 2 points

5 5. LeighAnn paid $4 for each of the model cars in her collection. She has a total of 17 cars. How much would LeighAnn have to pay for all 17 cars?

$_

Fill in the Blank - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 15

Objective: In small groups students will be able to solve word problems and use correct labels.

Teacher Notes: This week split students into small groups of four to work through problems. Have students write down key words on their own. Go over questions together after 10 minutes.

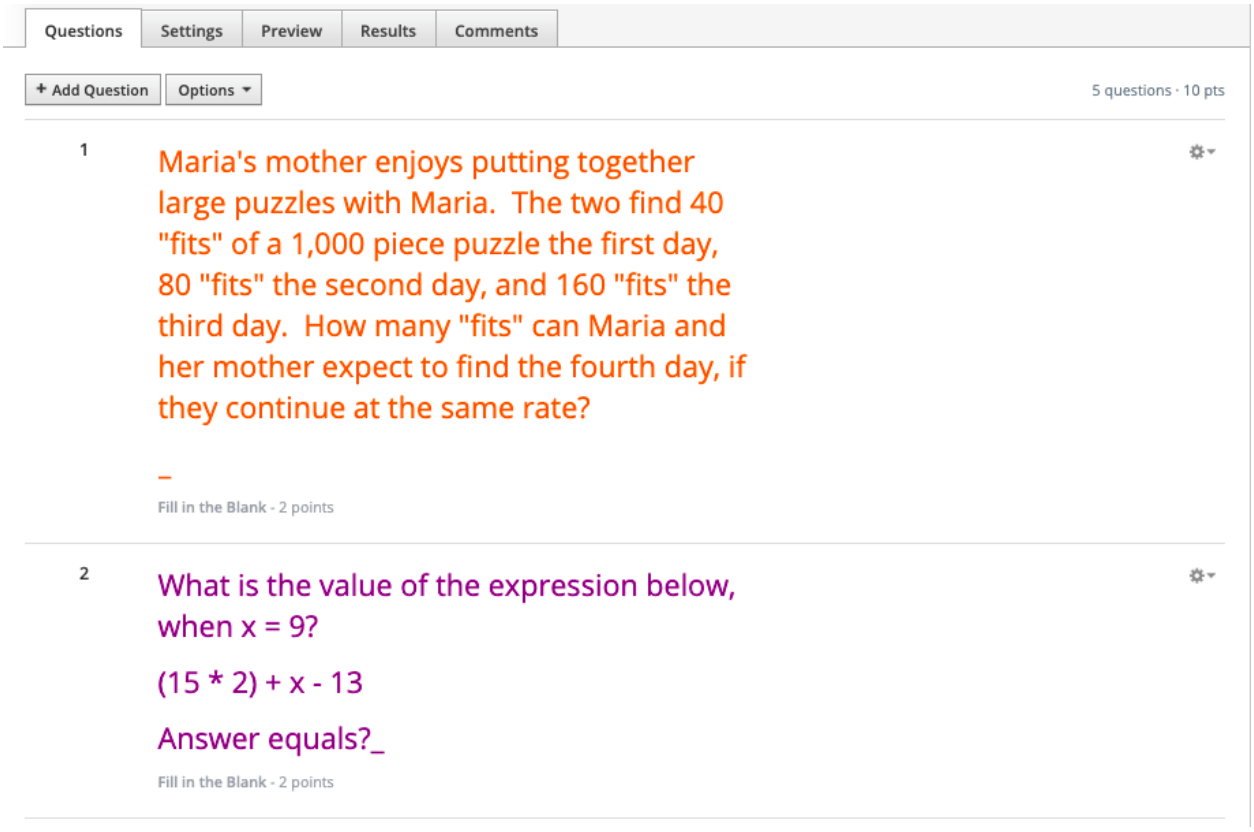
Group Work: Use Group Roles on page ___ to help split up work between students. This week explain the roles of different jobs in group work. Pre-assign students a role.

Skill Practiced: rate, depositing money in bank account, fraction in simplest form

Key words:
"rate"- a consistent pattern
"depositing"- putting money into a bank account

Group Discussion Questions to be completed at the end:

1. Can you bounce a basketball at a consistent rate? Have a student try in class!
2. What is the difference between an expression and an equation?



3

Jessica deposits the same amount of money each month into the savings account she opened several month ago.

Jessica's	Savings
Deposits	Balance ($48 s
x	$60.00
x	$72.00
x	$84.00

What is the amount Jessica is depositing in savings each month?_

Fill in the Blank - 2 points

4

Jonathan was practicing bouncing a basketball without missing. The first try, he bounced the ball 16 times without missing. The second try, he bounced the ball 32 times without missing. The third try, he bounced the ball 48 times without missing. If he continues at the same rate, how many times will Jonathan bounce the ball without missing on his fifth try?

_

5

Madison finished reading two pages in 9.75 minutes.

Write the time in fraction form (simplest form).

_

Fill in the Blank - 2 points

Rubric-**Students lose 1 point for each incorrect or missed label this week.

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

Week 16

Objective: Students will be able to independently solve word problems and label answers.

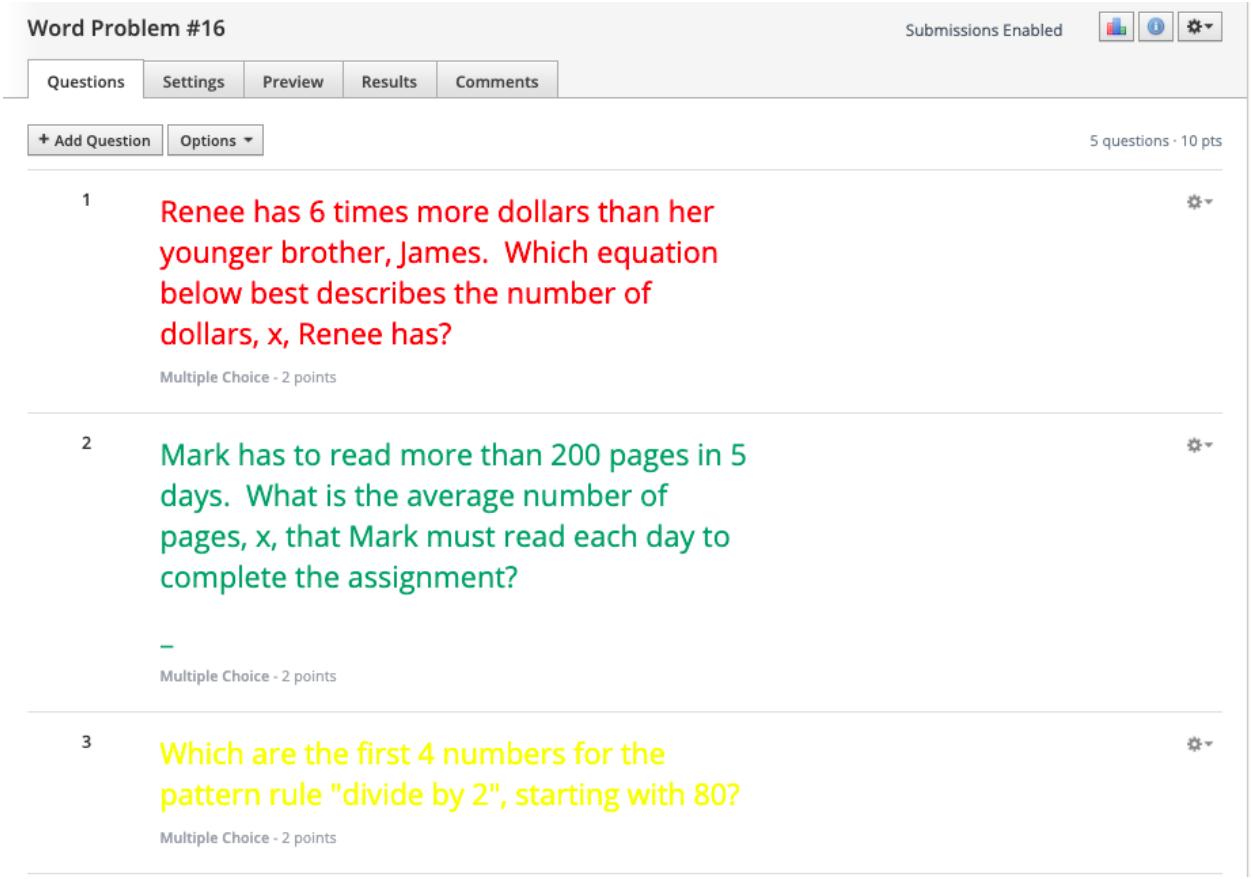
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

Skill Practiced: equation, average, patterns, ordered pair

Key words:
"average"-central value in a set of numbers

Group Discussion Questions to be completed at the end:

1. How could you split up your book to finish it by a deadline?
2. Discuss how the coordinate plane works. What are x and y?



4 Find the number pattern in the input/output table below. The table represents money earned per week.

Input (n)	4	5	6	7	8
Output (y)	16	20	24	28	32

Multiple Choice - 2 points

5 In the ordered pair (3,5), which number is the y-coordinate?_

Fill in the Blank - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 17

Objective: Students will be able to independently solve word problems and label answers.

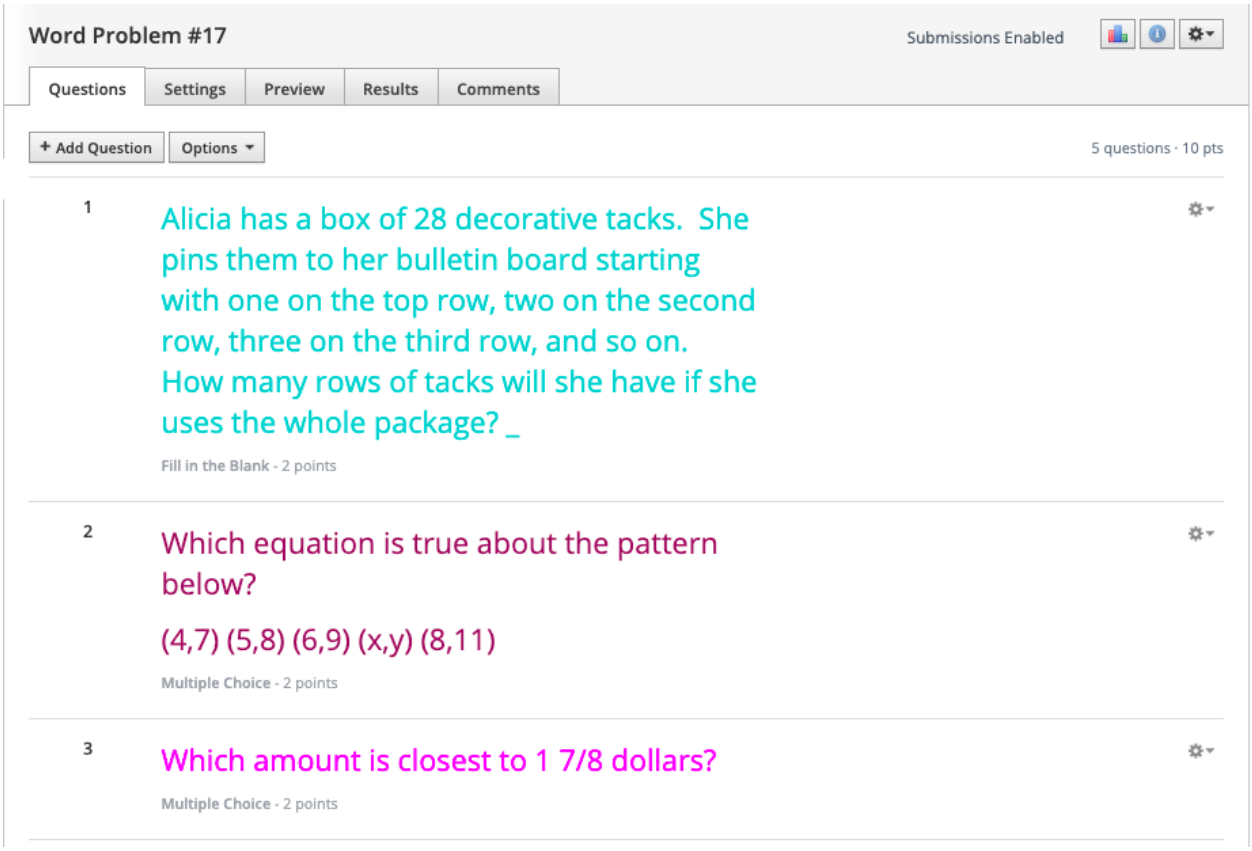
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

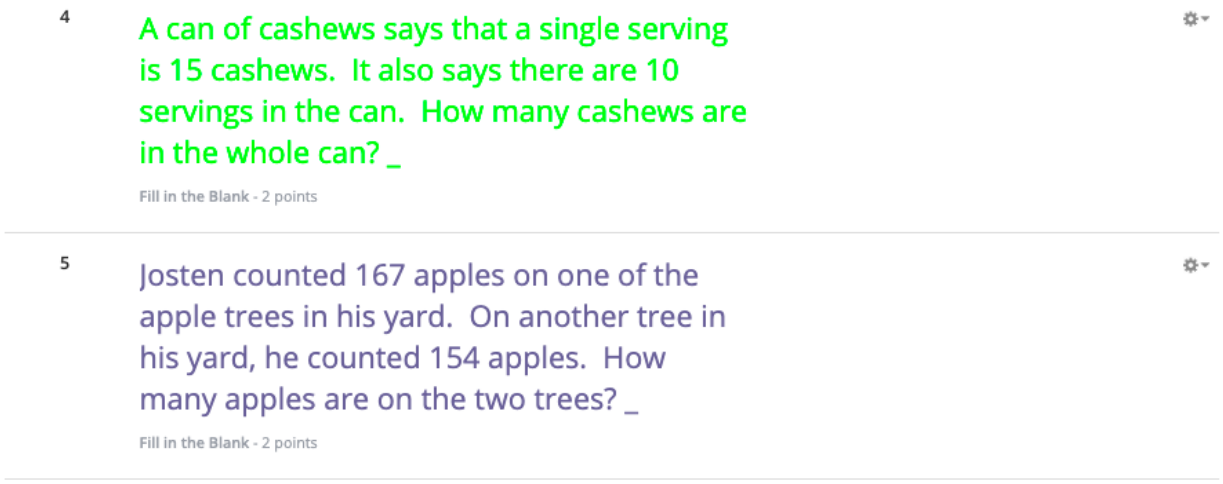
Skill Practiced: patterns, multiplication of two digit numbers, basic addition

Key words:
"serving" -in terms of food how much should be eaten in one sitting

Group Discussion Questions to be completed at the end:

1. Have you ever seen a serving size on a box of food? What does it mean?





Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 18

Objective: Students will be able to independently solve word problems and label answers.

Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

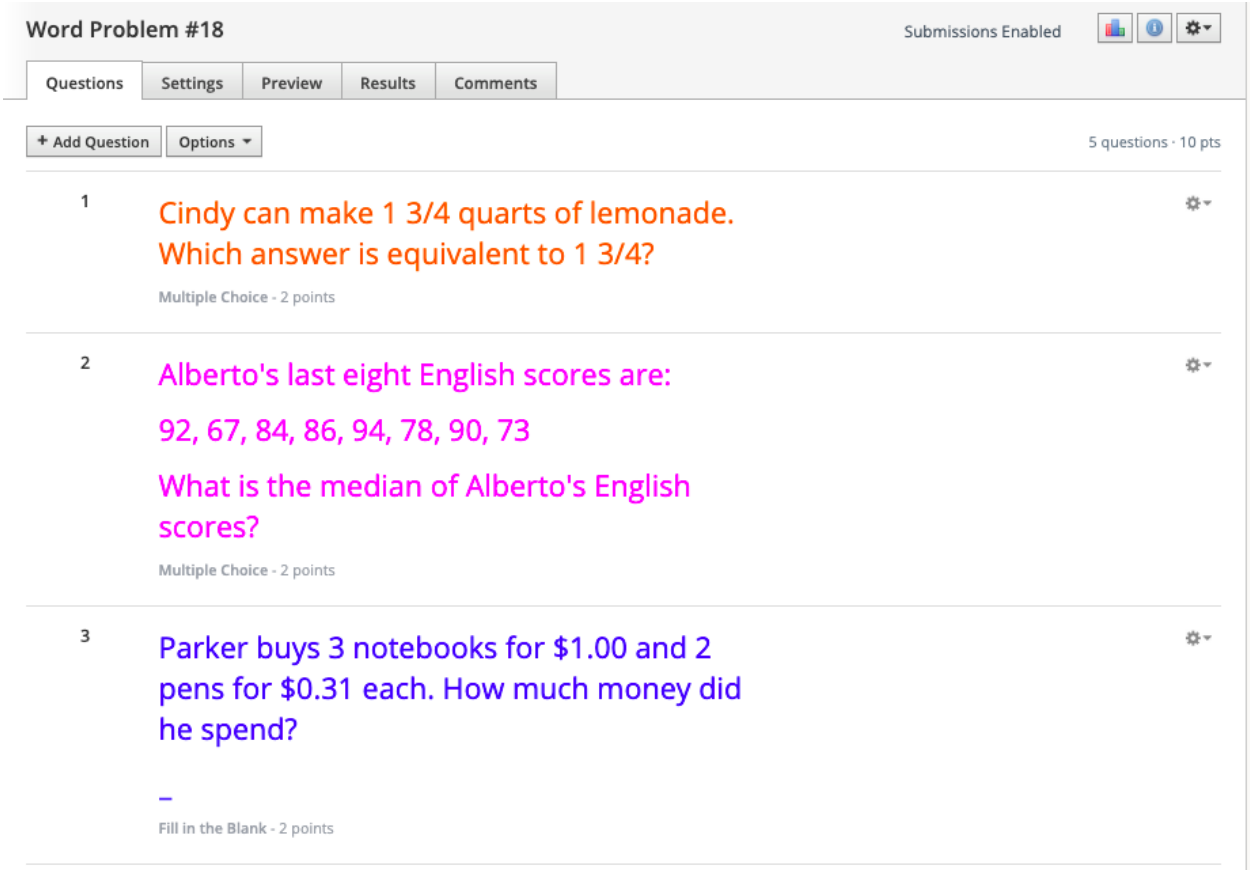
*This week matches up with practice on mean, median, mode, range

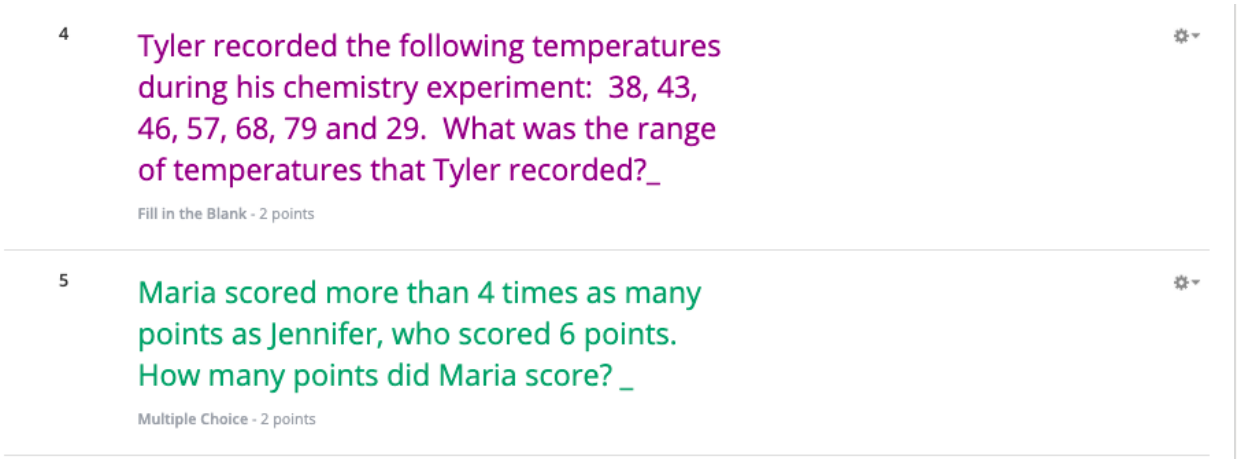
Skill Practiced: equivalent fractions, median, range, basic multiplication

Key words:
"median"- number in the middle of a set of data
"range"- the difference between the largest and smallest values

Group Discussion Questions to be completed at the end:

1. Why does the median matter? When might we want to find the middle of data?





Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 19

Objective: In small groups students will be able to solve word problems and label answers.

Teacher Notes: This week split students into small groups of four to work through problems. Have students write down key words on their own. Go over questions together after 10 minutes.

Group Work: Use Group Roles on page ___ to help split up work between students. This week explain the roles of different jobs in group work. Pre-assign students a role.

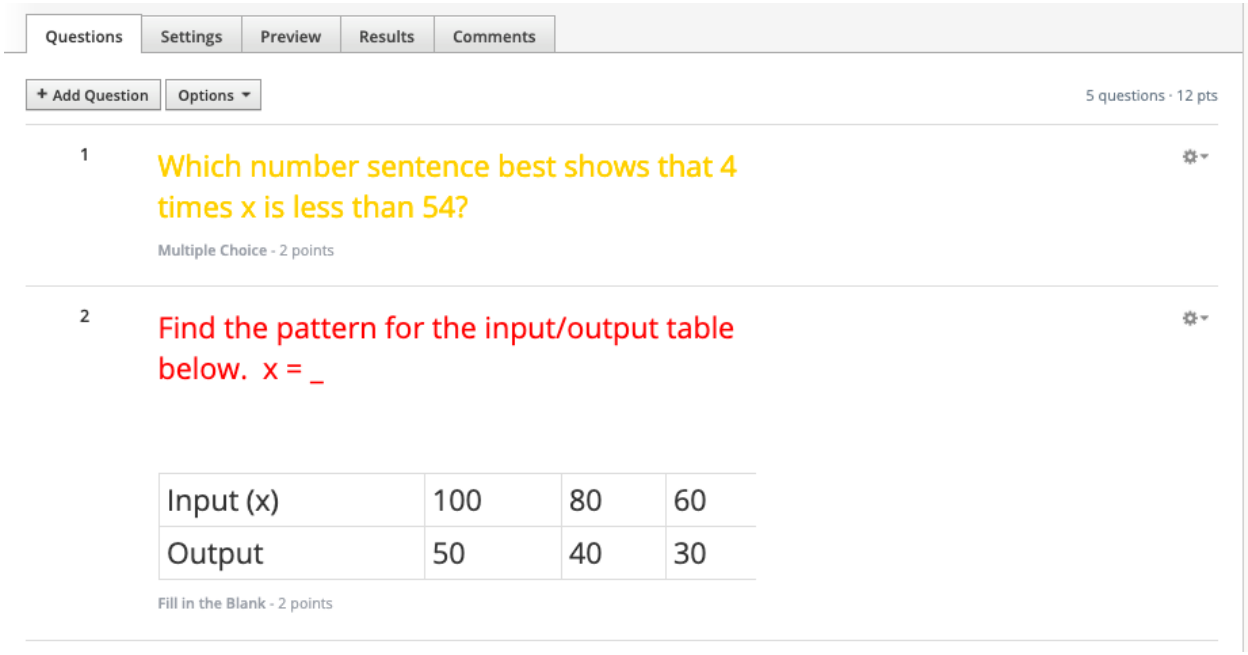
*This week matches up with practice with mean, median, mode, range

Skill Practiced: mean, median, input/output table, area of rectangle

Key words:
"median"-number in the middle of a set of data
"mean"and "average"-central value in a set of numbers
"area" -square feet inside a figure (rectangles=base x height)

Group Discussion Questions to be completed at the end:

1. How are mean and median similar?
2. Give some examples of when we find area.



3

A) What is the range of the number of sit-ups? _

B) What is the median of the number of sit-ups? _

5	6	8	10
12	14	14	15
19	20	20	20
23	25	25	25
25	32	37	38

Fill in the Blank - 4 points

4

In the data set of ages of students (8, 8, 9, 9, 9, 10, 10), the mean is?_

Fill in the Blank - 2 points

5

Joe wants to put new carpet in his office. The length of the office is 10 feet. The width is 14 feet. What is the area he needs to carpet?

_

Fill in the Blank - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 20

Objective: Students will be able to independently solve word problems and label answers.

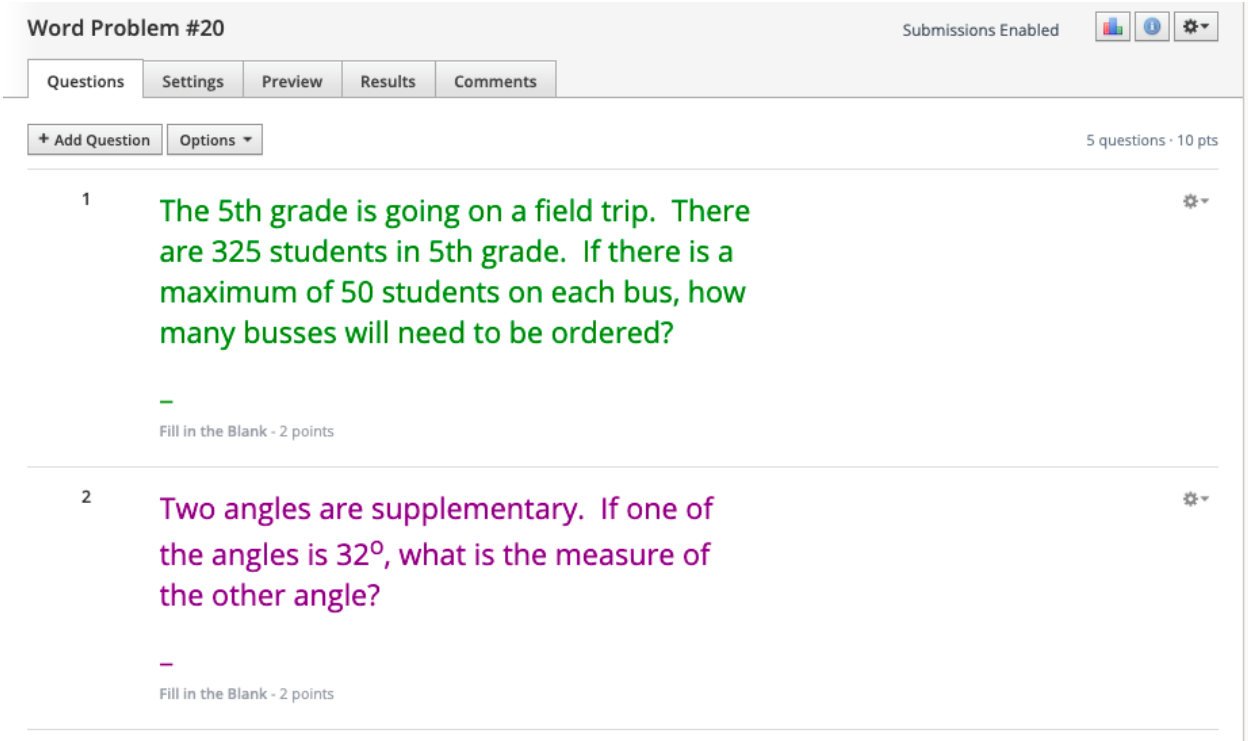
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

Skill Practiced: division with two digit numbers, supplementary angles, multiply fractions, decimals to fractions

Key words:
"supplementary"-angles that add up to 180 degrees
"nearest penny"-round to the nearest hundredth

Group Discussion Questions to be completed at the end:

1. Why do we have to round up on the bus question?
2. What is the length of your shoe in feet and inches?



3 Out of 10,000 books at the local library, about 1/10 of the books are classified as fiction. Which number is closest to the actual number of books classified as fiction?

Multiple Choice - 2 points

4 The length of Thomas's shoe is 9.7 inches long. What is 9.7 in fraction form? _

Fill in the Blank - 2 points

5 Round $25.2516 to the nearest penny.

$_

Fill in the Blank - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 21

Objective: Students will be able to independently solve word problems and label answers.

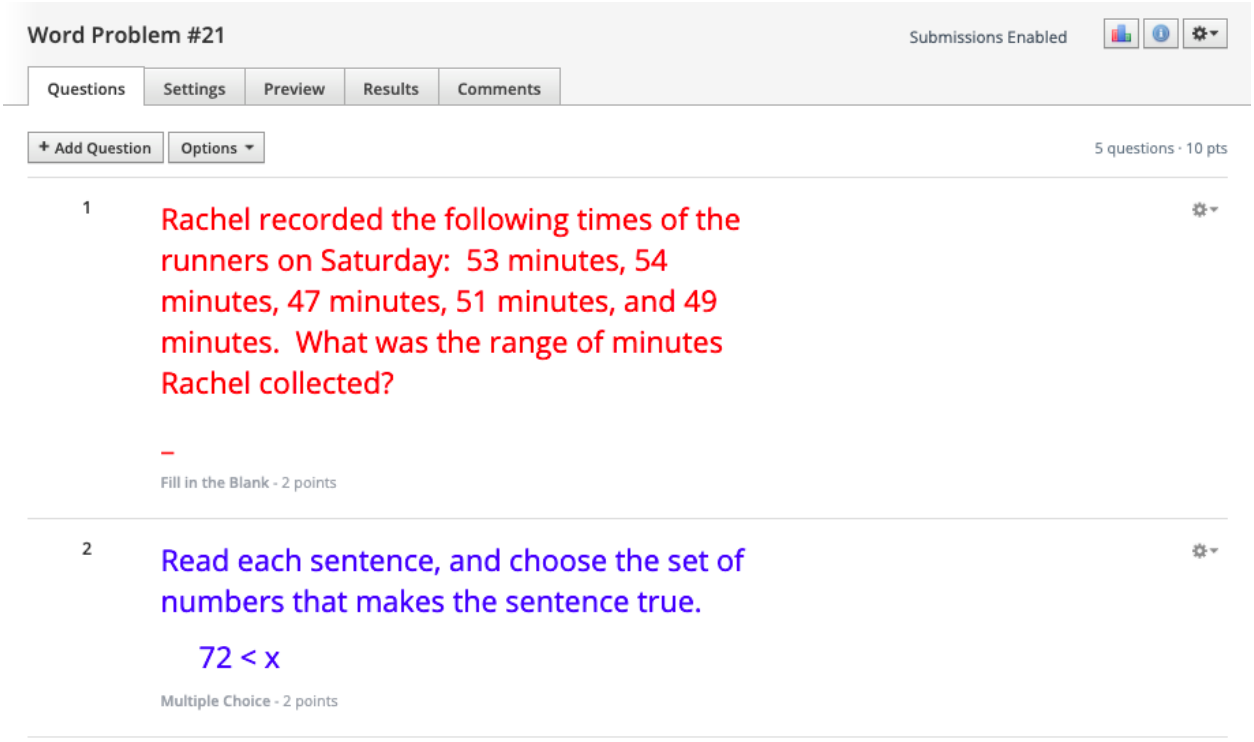
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

Key words:

"range"-the difference between the largest and smallest data
"rate"-a consistent pattern
"Inequality"-greater than or less than

Group Discussion Questions to be completed at the end:

1. Let's find the range of our heights by lining up tallest to smallest!
2. Write a real-world problem for 72<x



3 Mary is selling raffle tickets to help raise money for the school band. Mary sells 3 tickets on Monday, 5 tickets on Tuesday, 7 tickets on Wednesday, and 9 tickets on Thursday. If Mary continues to sell raffle tickets at the same rate, how many can she expect to sell on Friday? _

Fill in the Blank - 2 points

4 Henri has 7 model airplanes out of a total collection available of 21 airplanes. How many more model airplanes does Henri need to complete the collection?
Let a represent the number of model airplanes Henri still needs. Which equation represents this situation?

Multiple Choice - 2 points

5 Is the ordered pair (3,8) a solution to the equation y=3x-1?

True/False - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 22

Objective: Students will be able to independently solve word problems and label answers.

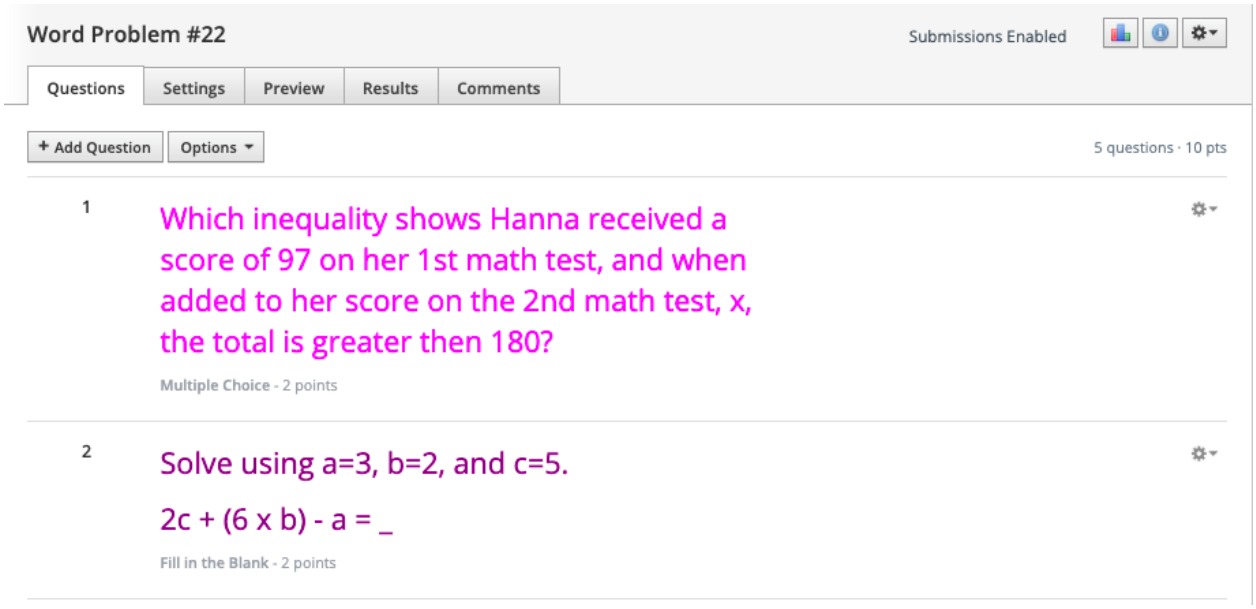
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

Skill Practiced: Inequality, solving equations with substitution, input/output tables and equations, rate, division of double digit numbers with division

Key words:
"inequality"-greater than or less than
"rate"-a constant pattern or change
"remainder"-what is left after dividing

Group Discussion Questions to be completed at the end:

1. What is the Order of Operations? How did we use it for question 2?
2. How many pairs of shoes do you have? How many single shoes do you have? Estimate.



3

Find the number pattern in the input/output table below.

Input (n)	30	28	26	24	22
Output (y)	60	56	52	48	44

A. y = 2n

B. y = 3n

C. y = n + 30

D. y = n + 20

What letter shows a function for the number pattern? _

Fill in the Blank - 2 points

4

Josten starts a day with 140 pairs of tube socks to sell at the flea market. The first hour, he sells 12 pairs. The second hour, he sells 10 pairs, and the third hour he sells 8 pairs. If Josten continues at this rate, how many pairs will he have left at the end of the fourth hour? _

Fill in the Blank - 2 points

5

Divide: 354/12 =_ remainder_

Fill in the Blank - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 23

Objective: In small groups students will be able to solve word problems and label answers.

Teacher Notes: This week split students into small groups of four to work through problems. Have students write down key words on their own. Go over questions together after 10 minutes.

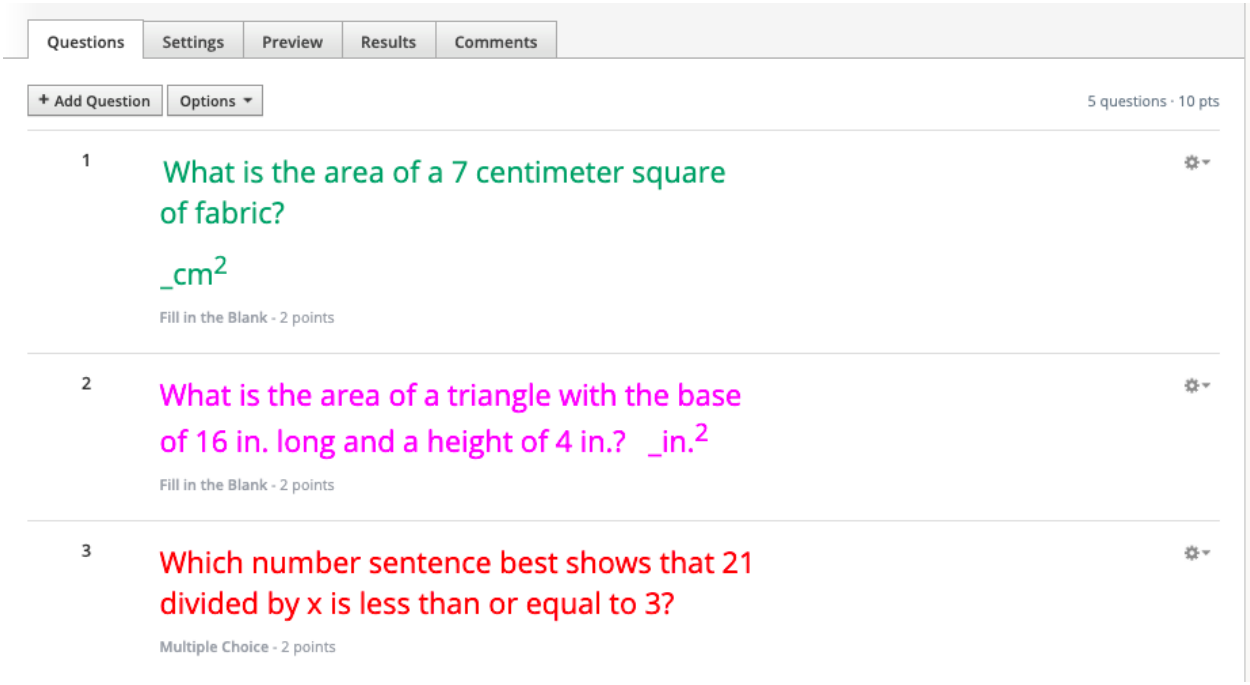
Group Work: Use Group Roles on page ___ to help split up work between students. This week explain the roles of different jobs in group work. Pre-assign students a role.

Skill Practiced: area of square and triangle, writing expressions, patterns, adding fractions and decimals/converting

Key words:
"area"-square feet inside a figure (rectangles=base x height)
"in all"-total

Group Discussion Questions to be completed at the end:

1. How do you use area and measurement when sewing?



4 Josten plays ping-pong with his friend, Doug, after school. Josten won 4 games the first day, 7 games the second day, and 10 games the third day.Doug won 16 games the first day, 13 games the second day, and 10 games the third day. Assuming the pattern continues, how many games will Josten win on the fourth day?_ How many games will Doug win on the fourth day?_

Fill in the Blank - 2 points

5 Christy walked 2.4 blocks to the library and then 1 1/5 blocks to the drugstore. How many blocks did Christy walk in all? _

Fill in the Blank - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 24

Objective: Students will be able to independently solve word problems and label answers.

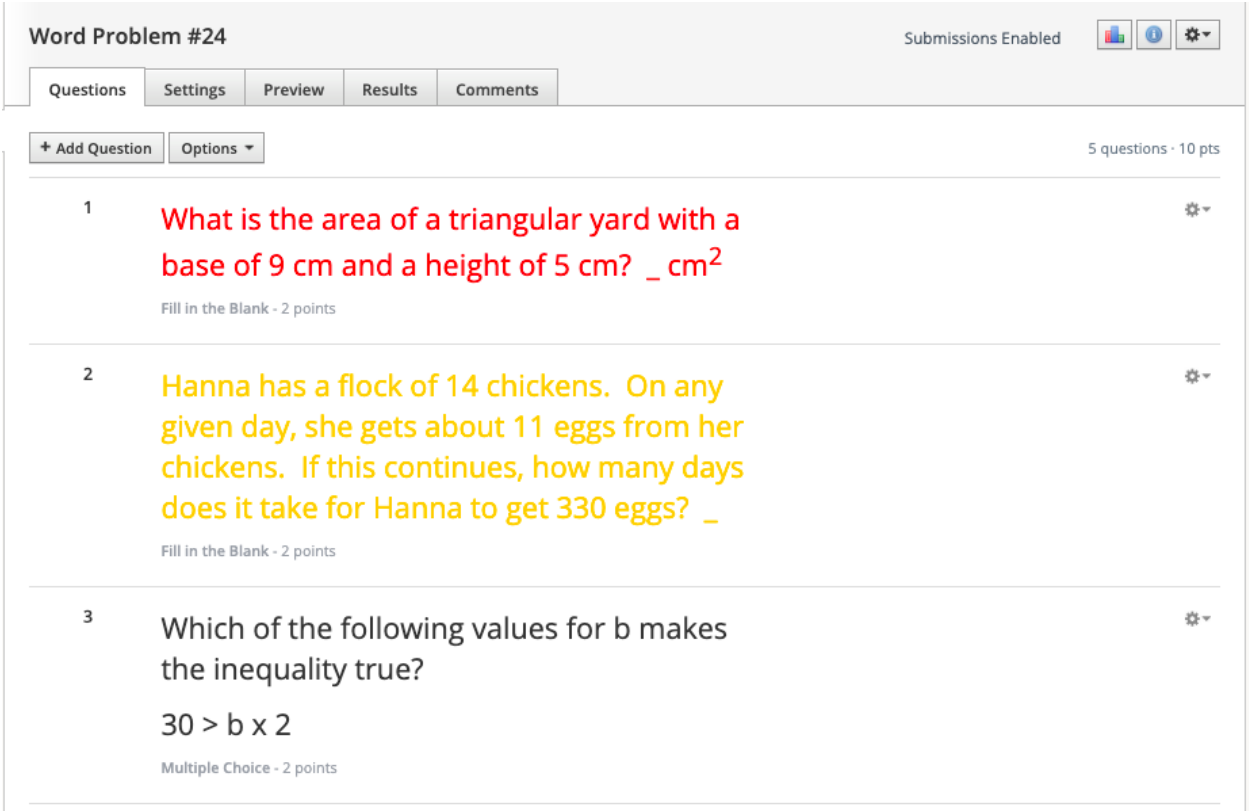
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

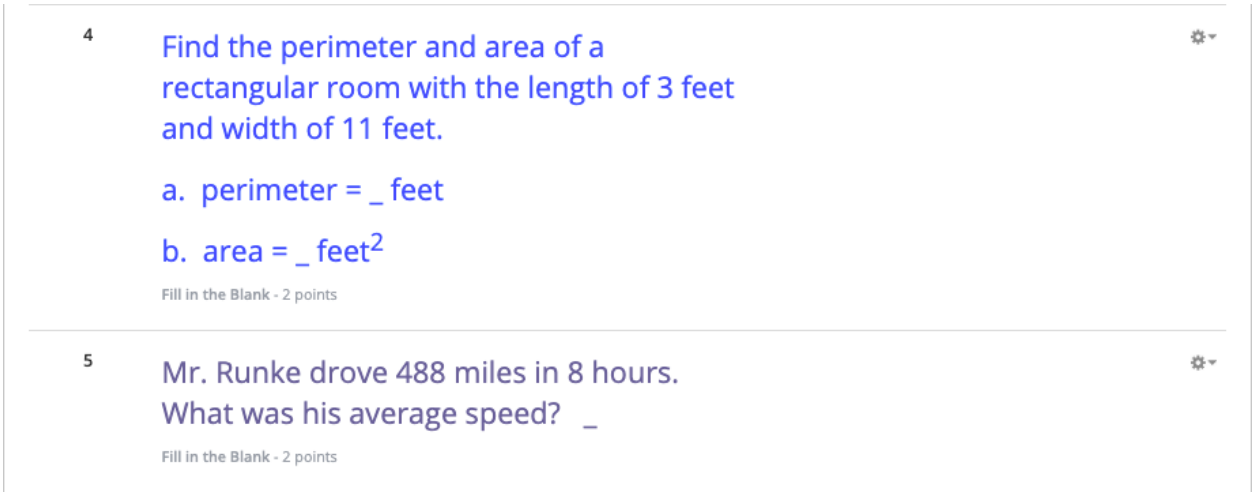
Skill Practiced: area of triangle, patterns, inequality, perimeter, average speed

Key words:
"area"-square feet inside a figure (rectangles=base x height)
"perimeter"-distance around a figure
"average speed"-miles per hour. How fast you go in a certain time

Group Discussion Questions to be completed at the end:

1. What are some common speed limits in mph you see on your way to school?





Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 25

Objective: With guidance students will be able to solve word problems and give correct labels.

Teacher Notes: This week walk through word problems as a whole class again. This is a great way to remind students of expectations and model thinking. Model to students how to read the questions, find important information, and figure out what the question is asking. When going through each question, highlight key word problem vocabulary and add vocabulary to math notebook.

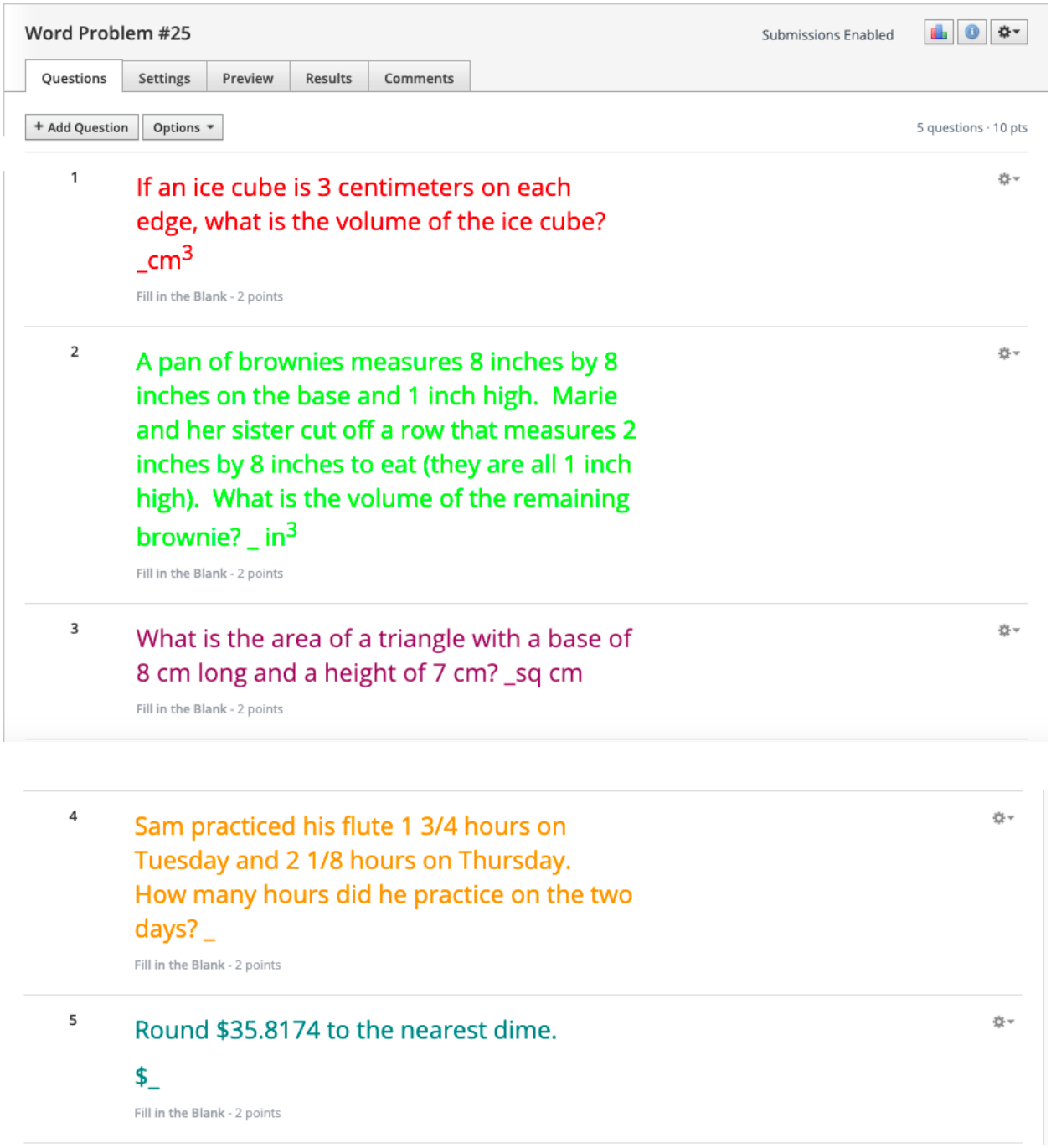
**This week involves volume- a relatively new concept in 5th grade. This is a good week to do together.

Skills Practiced: volume of cube and rectangular prism, area of triangle, adding fractions with uncommon denominators, rounding decimals

Key words:
"volume"- amount of space in a 3D object
"area"-square feet inside a figure (rectangles=base x height)

Group Discussion Questions to be completed at the end:

1. When do we find the volume of things?
2. How do we round money to the nearest cent?



Rubric **Students lose 1 point for each incorrect or missed label this week.

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

Week 26

Objective: Students will be able to independently solve word problems and label answers.

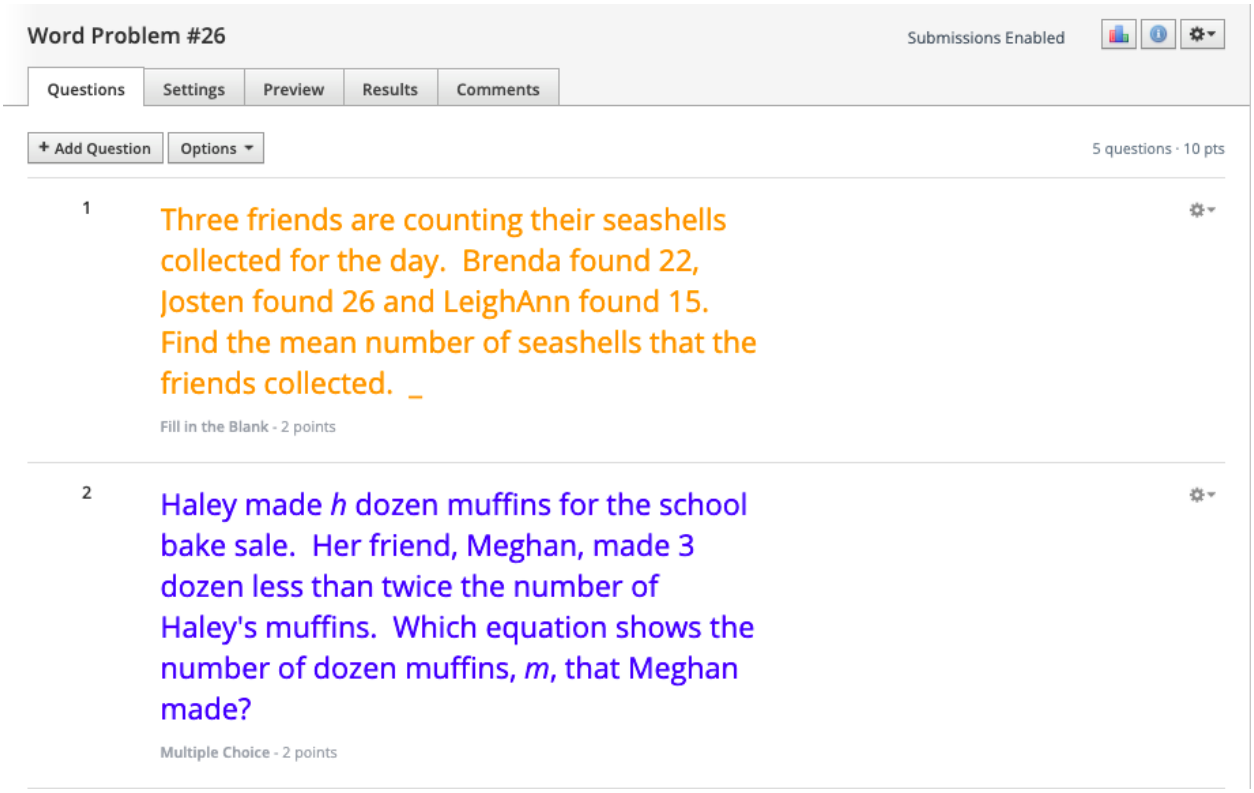
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

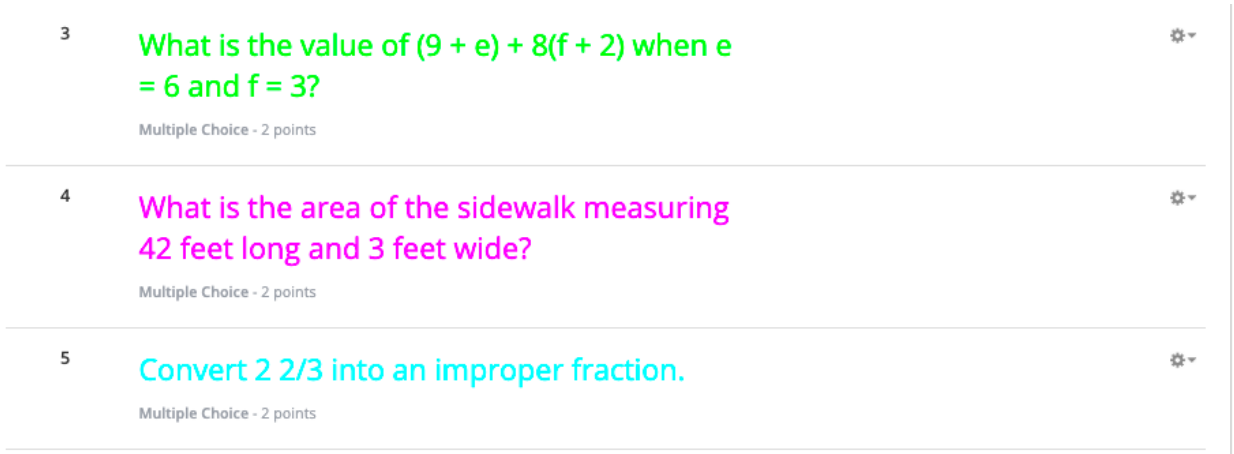
Skills Practiced: mean, matching equations to real life situation, solving equation with substitution, area of rectangle, mixed number to improper fractions

Key words:
"mean"-central value in a set of numbers
"area"-square feet inside a figure (rectangles=base x height)

Group Discussion Questions to be completed at the end:

1. How do you determine equations from word problems? Strategies?





Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 27

Objective: Students will be able to independently solve word problems and label answers.

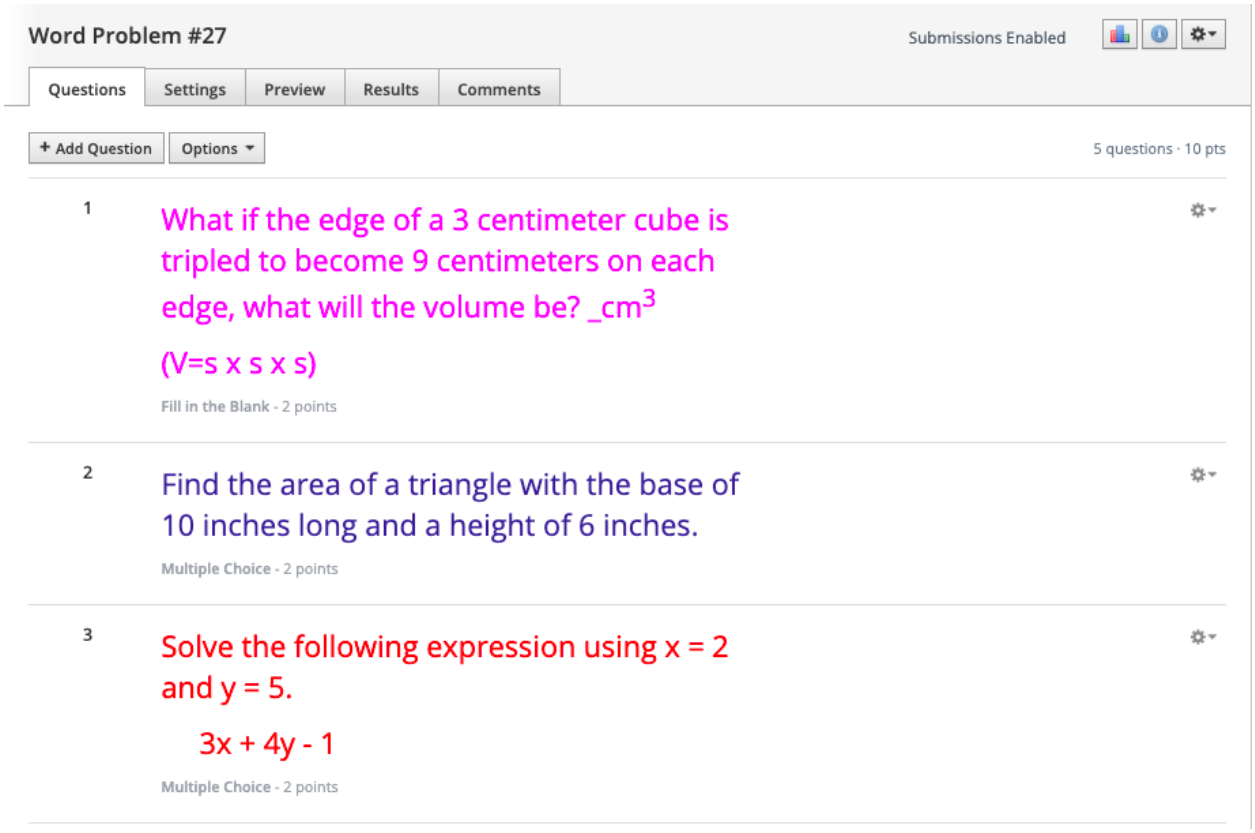
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

Skills Practiced: volume of cube, area of triangle, solving equation with substitution, long multiplication, simplifying fractions

Key words:
"volume"-amount of space in a 3D object
"area"- square feet inside a figure (rectangles=base x height)

Group Discussion Questions to be completed at the end:

1. How many burgers would be needed to feed our school (600 students)?
2. What is 8.4 minutes in terms of seconds?



4 Alex needed to practice his trumpet for another 8.4 minutes.

Write 8.4 in fraction form. _

(simplify)

Fill in the Blank - 2 points

5 They are making hamburgers at school today. If each pound of hamburger makes 5 burgers, how many burgers can they make from 275 pounds of hamburger? _

Fill in the Blank - 2 points

Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 28

Objective: Students will be able to independently solve word problems and label answers.

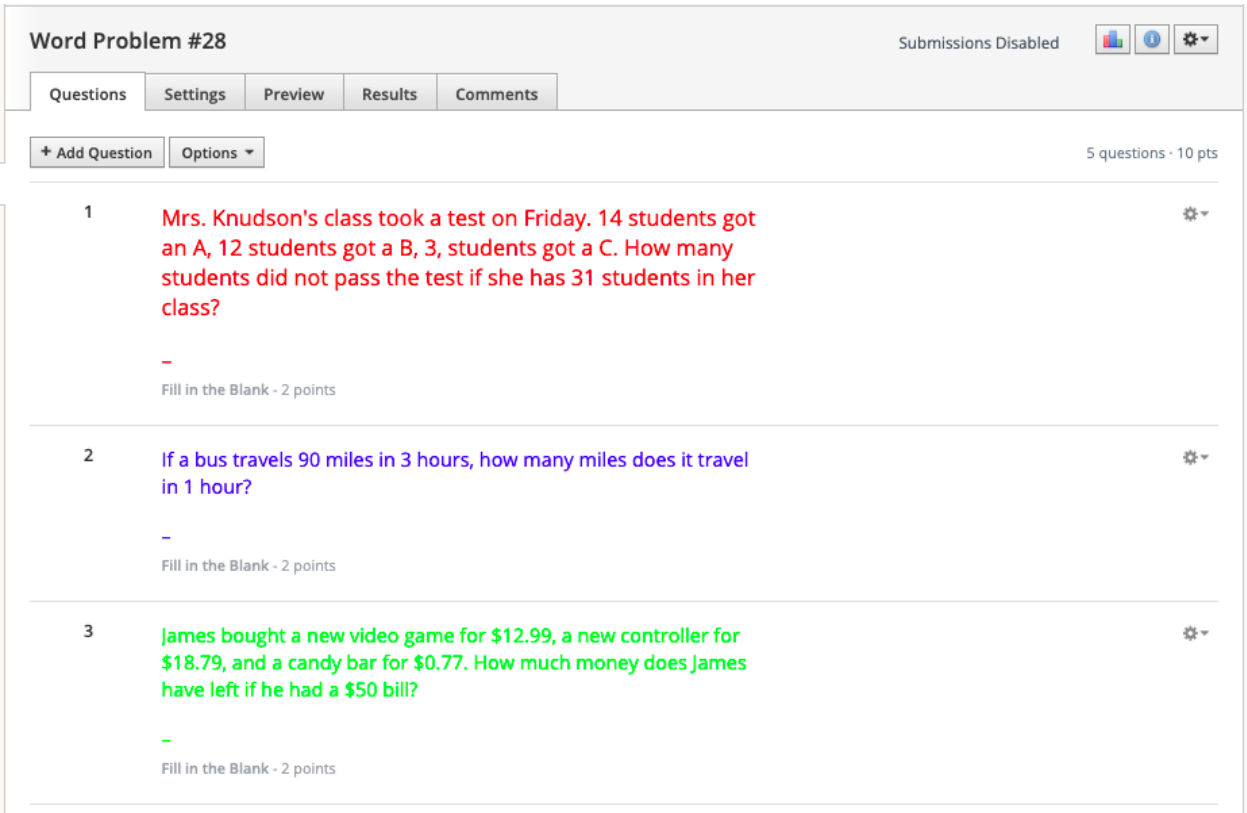
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

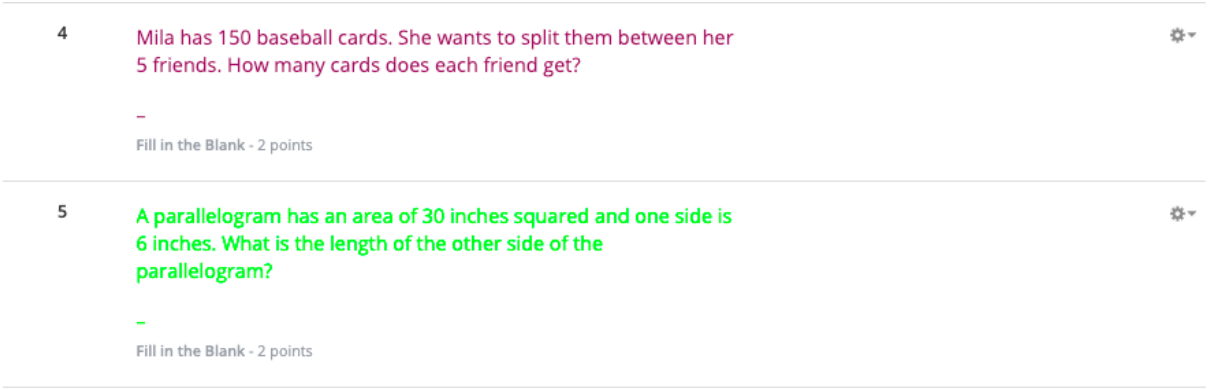
Skills Practiced: basic subtraction, average speed, subtraction of decimals, division, area with division

Key words:
"miles per hour"- average speed
"have left"- how much remains, usually subtraction or remainder from division
"area"- square feet inside a figure (rectangles=base x height)

Group Discussion Questions to be completed at the end:

1. Do you ever save money for something special? How do you save and not spend it?





Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 29

Objective: Students will be able to independently solve word problems and label answers.

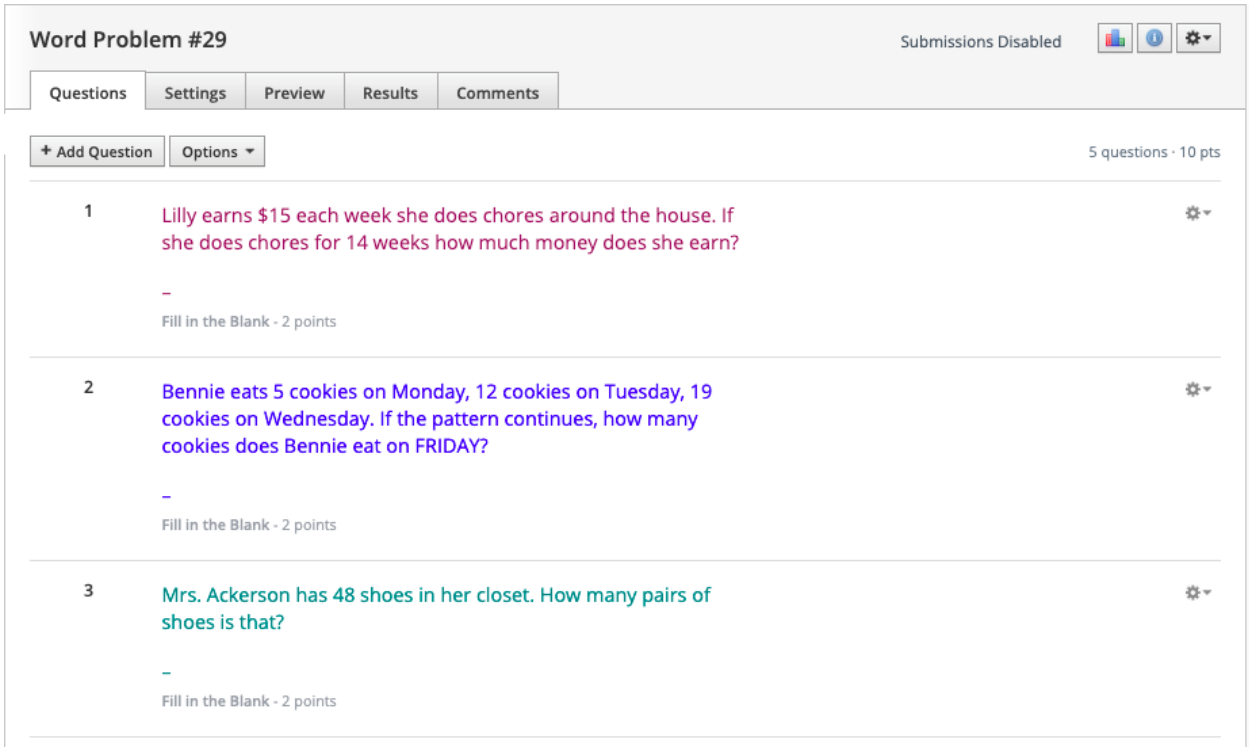
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

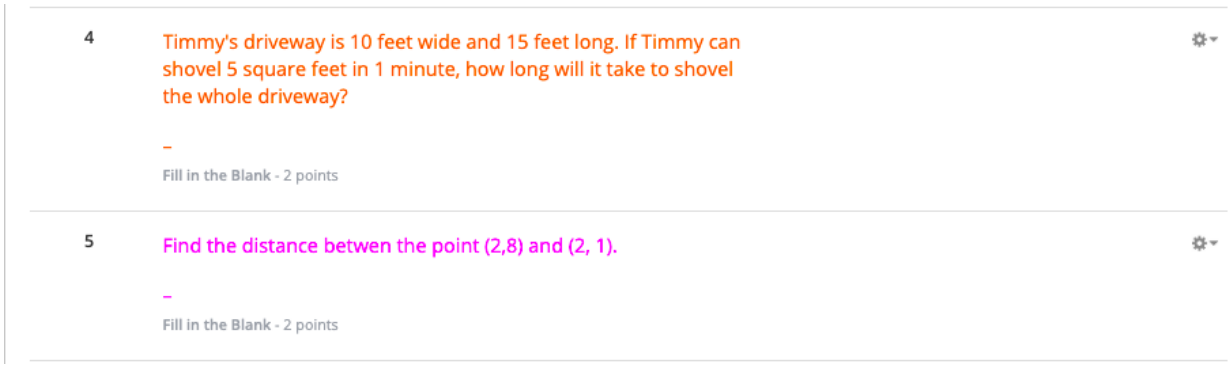
Skills Practiced: continuing patterns, basic division, double digit multiplication, coordinate plane and distance

Key words:
"Pairs"- in terms of two
"distance between"-find how far apart things are

Group Discussion Questions to be completed at the end:

1. How far do you live from school? How long does it take you to get to school? What is the relationship between distance and time.





Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Week 30

Objective: Students will be able to independently solve word problems and label answers.

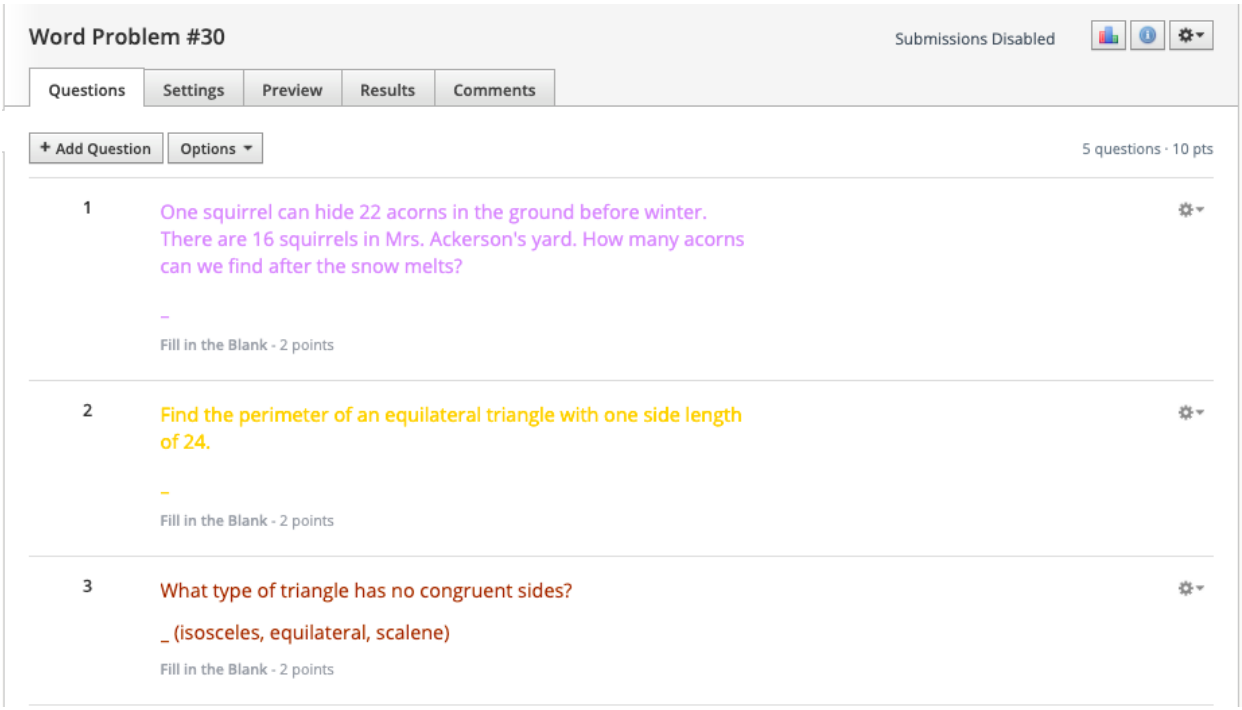
Teacher Notes: This week students will work on their own to solve the word problems. Encourage students to look for key words used in previous word problems. After 10 minutes go over key words in questions. Choose to go over all or certain questions as a whole class. Students should label on their own.

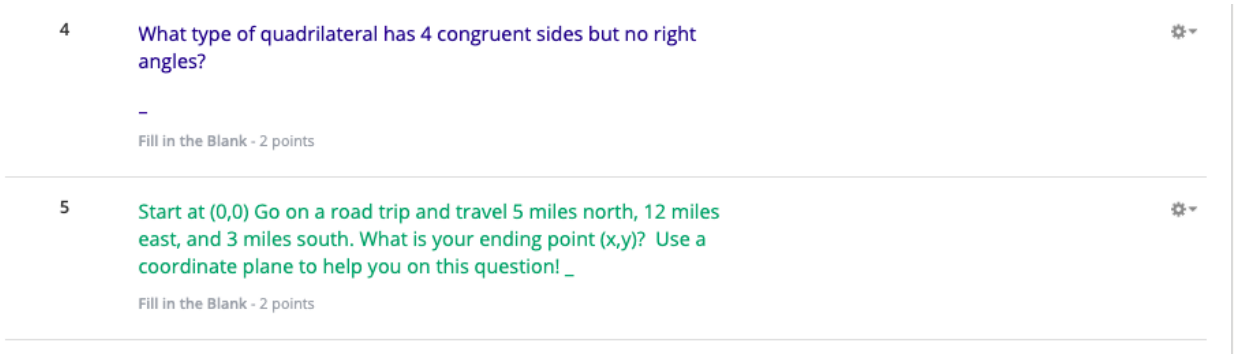
Skills Practiced: perimeter, double digit multiplication, types of quadrilaterals, coordinate plane graphing, types of triangles

Key words:
"perimeter"-distance around something
"right angle"-90 degrees
"quadrilateral"- 4 sided figure
"equilateral triangle"- triangle with all equal sides and angles

Group Discussion Questions to be completed at the end:

1. Let's observe all of the shapes we can find in the classroom!





Rubric

2	4	6	8	10
1 question answered correctly with the correct label.	2 questions answered correctly with the correct label.	3 questions answered correctly with the correct label.	4 questions answered correctly with the correct label.	All questions answered correctly with the correct label.

**Students lose 1 point for each incorrect or missed label this week.

Reference List

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